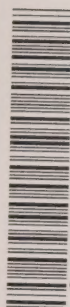


CAJON
EAB
-H26

EA-87-02



3 1761 11653068 4



ENVIRONMENTAL ASSESSMENT BOARD

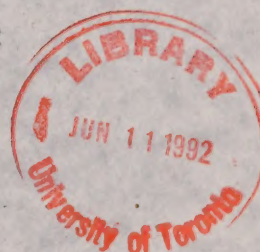
VOLUME: 383

DATE: Wednesday, May 27, 1992

BEFORE:

A. KOVEN Chairman

E. MARTEL Member



FOR HEARING UPDATES CALL (COLLECT CALLS ACCEPTED) (416)963-1249

FARR &
ASSOCIATES
REPORTING INC.

(416) 482-3277

2300 Yonge St., Suite 709, Toronto, Canada M4P 1E4

CAZON
EAB
-H26

EA-87-02



ENVIRONMENTAL ASSESSMENT BOARD

VOLUME: 383

DATE: Wednesday, May 27, 1992

BEFORE:

A. KOVEN Chairman

E. MARTEL Member



FOR HEARING UPDATES CALL (COLLECT CALLS ACCEPTED) (416)963-1249

FARR &
ASSOCIATES
REPORTING INC.

(416) 482-3277

2300 Yonge St., Suite 709, Toronto, Canada M4P 1E4

HEARING ON THE PROPOSAL BY THE MINISTRY OF NATURAL
RESOURCES FOR A CLASS ENVIRONMENTAL ASSESSMENT FOR
TIMBER MANAGEMENT ON CROWN LANDS IN ONTARIO

IN THE MATTER of the Environmental
Assessment Act, R.S.O. 1980, c.140;

- and -

IN THE MATTER of the Class Environmental
Assessment for Timber Management on Crown
Lands in Ontario;

- and -

IN THE MATTER of a Notice by The Honourable
Jim Bradley, Minister of the Environment,
requiring the Environmental Assessment
Board to hold a hearing with respect to a
Class Environmental Assessment (No.
NR-AA-30) of an undertaking by the Ministry
of Natural Resources for the activity of
Timber Management on Crown Lands in
Ontario.

Hearing held at the Offices of the Ontario
Highway Transport Board, 10th Floor, 151 Bloor
Street West, Toronto, Ontario, on Wednesday, May
27, 1992, commencing at 9:00 a.m.

VOLUME 383

BEFORE:

MRS. ANNE KOVEN
MR. ELIE MARTEL

Chairman
Member



Digitized by the Internet Archive
in 2023 with funding from
University of Toronto

<https://archive.org/details/31761116530684>

A P P E A R A N C E S

| | | |
|----------------------|---|---|
| MR. V. FREIDIN, Q.C. |) | MINISTRY OF NATURAL |
| MS. C. BLASTORAH |) | RESOURCES |
| MS. K. MURPHY |) | |
| MR. B. CAMPBELL |) | |
| MS. J. SEABORN |) | MINISTRY OF ENVIRONMENT |
| MS. N. GILLESPIE |) | |
| MR. R. TUER, Q.C. |) | ONTARIO FOREST INDUSTRY |
| MR. R. COSMAN |) | ASSOCIATION and ONTARIO |
| MS. E. CRONK |) | LUMBER MANUFACTURERS' |
| MR. P.R. CASSIDY |) | ASSOCIATION |
| MR. D. HUNT |) | |
| MR. R. BERAM | | ENVIRONMENTAL ASSESSMENT BOARD |
| MR. J.E. HANNA |) | ONTARIO FEDERATION |
| DR. T. QUINNEY |) | OF ANGLERS & HUNTERS |
| MR. D. O'LEARY | | |
| MR. D. HUNTER |) | NISHNAWBE-ASKI NATION |
| MR. M. BAEDER |) | and WINDIGO TRIBAL COUNCIL |
| MS. M. SWENARCHUK |) | FORESTS FOR TOMORROW |
| MR. R. LINDGREN |) | |
| MR. D. COLBORNE |) | GRAND COUNCIL TREATY #3 |
| MR. G. KAKEWAY |) | |
| MR. J. IRWIN | | ONTARIO METIS & ABORIGINAL ASSOCIATION |
| MS. M. HALL | | KIMBERLY-CLARK OF CANADA LIMITED and SPRUCE FALLS POWER & PAPER COMPANY |

APPEARANCES (Cont'd):

| | | |
|--------------------------|---|--|
| MR. R. COTTON | | BOISE CASCADE OF CANADA LTD. |
| MR. Y. GERVAIS |) | ONTARIO TRAPPERS |
| MR. R. BARNES |) | ASSOCIATION |
| MR. P. ZYLBERBERG |) | NORTHWATCH COALITION |
| MS. B. LLOYD |) | |
| MR. J.W. ERICKSON, Q.C.) | | RED LAKE-EAR FALLS JOINT |
| MR. B. BABCOCK |) | MUNICIPAL COMMITTEE |
| MR. D. SCOTT |) | NORTHWESTERN ONTARIO |
| MR. J.S. TAYLOR |) | ASSOCIATED CHAMBERS OF COMMERCE |
| MR. J.W. HARBELL | | GREAT LAKES FOREST |
| MR. S.M. MAKUCH | | CANADIAN PACIFIC FOREST PRODUCTS LTD. |
| MR. D. CURTIS |) | ONTARIO PROFESSIONAL |
| MR. J. EBBS |) | FORESTERS ASSOCIATION |
| MR. D. KING | | VENTURE TOURISM ASSOCIATION OF ONTARIO |
| MR. H. GRAHAM | | CANADIAN INSTITUTE OF FORESTRY (CENTRAL ONTARIO SECTION) |
| MR. G.J. KINLIN | | DEPARTMENT OF JUSTICE |
| MR. S.J. STEPINAC | | MINISTRY OF NORTHERN DEVELOPMENT & MINES |
| MR. M. COATES | | ONTARIO FORESTRY ASSOCIATION |
| MR. P. ODORIZZI | | BEARDMORE-LAKE NIPIGON WATCHDOG SOCIETY |

APPEARANCES (Cont'd):

| | |
|---------------------|--|
| MR. R.L. AXFORD | CANADIAN ASSOCIATION OF SINGLE INDUSTRY TOWNS |
| MR. M.O. EDWARDS | FORT FRANCES CHAMBER OF COMMERCE |
| MR. P.D. McCUTCHEON | GEORGE NIXON |
| MR. C. BRUNETTA | NORTHWESTERN ONTARIO TOURISM ASSOCIATION |

I N D E X O F P R O C E E D I N G S

| <u>Witness:</u> | <u>Page No.</u> |
|-------------------------------------|-----------------|
| <u>DR. IAN THOMPSON</u> , Affirmed. | 66117 |
| PRESENTATION | 66118 |
| Cross-Examination by Ms. Blastorah | 66157 |
| <u>DR. DAN WELSH</u> , Affirmed. | 66171 |
| PRESENTATION | 66172 |
| Cross-Examination by Mr. Lindgren | 66200 |
| Cross-Examination by Ms. Blastorah | 66213 |
| SCOPING SESSION | 66238 |

I N D E X O F E X H I B I T S

| <u>Exhibit No.</u> | <u>Description</u> | <u>Page No.</u> |
|--------------------|---|-----------------|
| 2240A | 15-page witness statement of Ian Thompson. | 66118 |
| 2240B | CV of Ian Thompson and interrogatory responses. | 66118 |
| 2240C | Hard copy of slide presentation of Dr. Thompson. | 66141 |
| 2241 | Two-page letter dated May 11, 1992 from Teme-Augama Anishnabai to John Cutter, Meadowside Lumber. | 66170 |
| 2242A | 20-page witness statement of Dr. Dan Welsh. | 66172 |
| 2242B | Interrogatory responses dated May 13, 1992. | 66172 |

1 ---Upon commencing at 9:00 a.m.

2 MADAM CHAIR: Good morning. Please be
3 seated.

4 Dr. Thompson.

5 DR. THOMPSON: Yes. Good morning.

6 MADAM CHAIR: Good morning. Nice to meet
7 you. Thank you for coming to the hearing today.

8 DR. THOMPSON: You're welcome.

9 MADAM CHAIR: What we normally do is we
10 start off by asking our witnesses if they wish to be
11 affirmed or have their evidence sworn.

12 DR. THOMPSON: Affirmed is fine.

13 IAN THOMPSON, Affirmed.

14 MADAM CHAIR: Thank you, sir. And we
15 have read the written material you gave to the Board
16 and we will start off by assigning that an exhibit
17 number.

18 Dr. Thompson's written material will
19 become Exhibit 2240. Do you have any other materials
20 with you that we haven't seen?

21 DR. THOMPSON: Not here.

22 MADAM CHAIR: All right. Then your
23 statement consisting of 15 pages will become Exhibit
24 2240A and Exhibit 2240B will be your CV as well as your
25 interrogatory responses.

---EXHIBIT NO. 2240B: CV of Ian Thompson and
interrogatory responses.

DR. THOMPSON: Okay. I thought since --
can I stand up.

DR. THOMPSON: I'll go over here. I thought that, I guess since you obviously don't know who I am, I'd like to spend a couple of seconds just telling you some of my experience.

I guess I've worked in the area of forest/wildlife/timber activities for close to 20 years now with the Ontario Ministry of Natural Resources, Canadian Wildlife Service and with Forestry Canada.

Most of my work has been at the species level but in the past, I guess four to five years, I started working at an ecosystem level which I think is the level appropriate for forest management.

My work in Ontario with the Ministry of Natural Resources primarily was dealing with the species moose. I was hired as a regional wildlife specialist in Cochrane, Ontario. I worked there for

1 five years. Following that I went to the Canadian
2 Wildlife Service and I studied boreal ecosystems north
3 of Manitouwadge, Ontario, in particular, doing research
4 on pine marten, looking at the effects of timber
5 harvesting on pine marten.

6 And then since moving to Forestry Canada
7 I've done a number of things, but I'm virtually the
8 only -- in fact, I am the only wildlife biologist who
9 works for Forestry Canada and, as a result, I deal with
10 a number of national committees on such things as
11 integrated resource management, decision support
12 systems and the model forest program which will be
13 announced finally I think next month.

14 So I think what I would like to do is
15 talk my slides I think is the easiest thing for me to
16 do.

17 So I think that in the last decade the
18 role of forest management agencies has changed rather
19 dramatically, and certainly in the last four to five
20 years, if we think of that as sort of an exponential
21 increasing curve, in terms of the knowledge that people
22 have had to accrue, has run the up slope in that curve;
23 in other words, the amount of knowledge that people
24 have had to try to assimilate in order to manage the
25 forests properly has dramatically increased.

1 And I think that most agencies, including
2 the Ministry of Natural Resources I think were perhaps
3 either caught unaware, and certainly caught unprepared,
4 for this sort of new role of conservation agency as
5 opposed to managers of individual species and, as a
6 result of that, and sort of as a result of a -- sort of
7 a plethora of information that's become available, I
8 think there's been a fair amount of confusion as to
9 what various things mean.

10 We throw around a lot of terms like
11 biodiversity, like old growth and like sustainable
12 development, but I think that in general people are
13 using these terms to perhaps mean several different
14 things. And so I think that if we are going to start
15 to manage the forest in a more holistic manner, which I
16 think is the way we should go, then I think we're going
17 to have to all try use the terms in the same way.

18 And I think that some of the -- I have
19 called these myths but in fact they're just sort of
20 mistaken semantics I believe. The first is that
21 multiple use is the same as sustainable development.
22 There's a sort of view out there that sustainable
23 development is a new 1990s term for multiple use, when
24 in fact they're very different. They're very different
25 in philosophy, they're very different in constraint.

1 Multiple use is the view of the forest as
2 several independent resources which can be managed
3 independently, and constraint on, the development of
4 those resources is simply the productivity of the
5 forest or the productivity of the individual site.

6 Sustainable development on the other hand
7 takes a more holistic view of the forest and views the
8 forest as a collection of ecosystems, and the
9 constraint on development of the forest then becomes
10 the conservation of biodiversity or the maintenance of
11 those ecosystems through time. And so sustainable
12 development and multiple use are philosophically very
13 different.

14 A second, what I call forest management
15 myth, is that diversity is the same as biodiversity.
16 And, again, these are very different things. Diversity
17 is the site concept - we talk about the number of
18 species and the numbers of individual species that
19 occur on an individual site - and this is not
20 biodiversity: Biodiversity is the structure, function
21 and composition of genes, species and ecosystems; in
22 other words, all forms of life and all variants of
23 forms of life that occur on a particular forested
24 system.

25 And I don't know how many times I've been

1 told by forest managers that if we log in old forests
2 that we're going to increase the biodiversity. That's
3 not true. You will change the diversity of the site,
4 but we will have done very little in terms of the
5 biodiversity that occurs within the forest because the
6 forest is a changing entity and so all you're really
7 doing is altering the diversity on that particular site
8 you're logging.

9 The third one seems to be a contentious
10 issue in Ontario and I hadn't realized how contentious
11 old growth is, but I consider old growth in boreal
12 systems also to be a myth. Old growth is a term which,
13 in my view - and I've got another graphic after this to
14 talk about this - but old growth is a term which refers
15 to a particular forest type which develops and
16 maintains what is called a steady estate mosaic; in
17 other words, the volume or the total timber available
18 per unit of land doesn't alter much once the forest has
19 reached an old stage, and so old growth goes on for an
20 extended period of time, often several hundreds of
21 years, whereas in the boreal forest a
22 catastrophe-driven forest, old growth I think is an
23 inappropriate term. It would be far better off to use
24 mature and overmature to deal with that relatively
25 short window of time when the forest has stopped

1 putting on volume and is, in fact, declining in terms
2 of the total volume per unit area.

3 And I think to confuse old growth - which
4 is largely a term which should be applied to temperate
5 rain forests, for example Amazon rain forests, possibly
6 white pine forests - and I think to confuse that term
7 with what goes on in the boreal situation I think leads
8 to a number of false conclusions.

9 The fourth one is the old chestnut or the
10 old paradigm that clearcutting is the same thing as
11 fire; in other words, if we clearcut a forest basically
12 we do exactly the same thing to it as fire would. I
13 disagree very strongly with that and I disagree for
14 several reasons.

15 The first, is there's a substantial
16 amount of site disturbance with logging, whereas fire
17 does not disturb the site in terms of actual
18 destruction of the soil and broad-scale destruction of
19 the processes associated with the site.

20 Secondly, logging removes all stems from
21 the site, whereas fire does not. Fire often leaves
22 residual stands, it jumps across the landscape;
23 clearcutting tends to be a progressive movement across
24 the landscape and removal, as I said, of all stands.

25 And I think Dr. Carleton yesterday

1 probably talked about some of the difference in process
2 that occurs after fire and after clearcutting.

3 So, in other words, the way in which the
4 ecosystem assembles itself after the disturbance is, in
5 my view, very different after fire as it is after
6 logging. And so if we're altering the ecosystem
7 assemblage processes, then we are undoubtedly altering
8 the biodiversity of the site.

9 There are substantial differences in the
10 structure of the forest after logging, as there is
11 after fire. In particular, the number of dead trees
12 standing and the number of the structure of the forest
13 floor, very different after fire as opposed to after
14 logging. So I think it's a myth to suggest that
15 clearcutting and fire are equivalent.

16 But as I said in my witness statement, I
17 think that we can learn from the way in which fire
18 moves across a landscape and perhaps change the way in
19 which we conduct our forest management more closely to
20 limit natural disturbances. I don't think we do it
21 now, but I think it can be done, I think we can learn
22 from it.

23 A fifth myth that I've highlighted here
24 is that the habitat of the species is the same as the
25 population of that species; in other words, if a

1 particular species needs a particular kind of habitat
2 and the habitat occurs there, then sort of ipso facto
3 the species is also there.

4 And I think that this is something that
5 biologists have come to believe in over a period of
6 time. When I first started doing biology we used to go
7 out and count everything, that is what we did, we sort
8 of zipped around in airplanes and counted moose and
9 counted caribou and counted duck and so we knew the
10 populations were there.

11 Well, since that time we have come -- I
12 think the pendulum has swung very much in the other
13 direction, so now we manage for habitat. Everybody is
14 now a habitat manager and the assumption is that if we
15 manage for habitat the species is going to be there.

16 That may be true, but we clearly need
17 monitoring systems to ensure that that, in fact, does
18 happen. So I think that when we develop our new
19 management paradigms in the forests, clearly a
20 monitoring system must be part of that package.

21 The final one, what I consider to be sort
22 of a general myth, is that the second forest, the
23 post-logging forest is going to be equivalent to the
24 natural system. This very much gets back to
25 clearcutting is equivalent to fire. I think it's an

1 implicit assumption in all of our forest management
2 that what occurs after we manage the system will result
3 in equivalent populations and species and ecosystems as
4 were there originally, we ought not to worry about the
5 loss of biodiversity.

6 That may be true, but I suspect that it
7 isn't, and I'll show some more slides after a while to
8 show some of the work that I've been doing with the
9 land to test that hypothesis.

10 This is a graphic to illustrate one of
11 the myths, that I think that we ought to not confuse
12 old growth forests with mature and overmature forests
13 in boreal situations. This graphic, both the axis is
14 the same volume, which is total amount of timber per
15 unit area, age across the bottom. In the boreal forest
16 being a catastrophe-driven forest, the stand grows, it
17 is disturbed in some way, it declines in total volume
18 and then grows again.

19 In what has commonly been called an old
20 growth forest, in particular in temperate ecosystems
21 such as rain forests and Amazon rain forests and so on,
22 old growth forest is a more apt term because the forest
23 survives for an extended period of time and becomes a
24 forest that is known as a steady state mosaic which is
25 driven by gap dynamics. In other words, individual

1 trees or group of trees die over a period of time and
2 other trees come up within these gaps in the forest.

3 That's a very different situation to a
4 boreal forest which is a catastrophe-driven forest
5 where large expanses of timber die simultaneously as a
6 result of fire or insect infestation or perhaps even
7 logging.

8 So I would prefer it if we stayed away
9 from old growth in terms of boreal forest because it's
10 not just -- it connotes different things in peoples'
11 minds what an old growth forest is, the values
12 associated with old growth forest, compared to what
13 people think of when they think of a mature forest or
14 an old forest which is in the state of decline.

15 With regards to fire and clearcutting,
16 this is sort of a standard kind of clearcutting
17 situation that we find, the road leading up to the
18 mill, progression of clearcuts away from the mill.
19 This is in fact in your Kapuskasing -- immediately
20 south of the Kapuskasing.

21 Now, compare that to a fire, in this case
22 an area near Elk Lake. The important thing I think to
23 notice here is the legacies that are left as a result
24 of fire; in other words, green areas that didn't burn.
25 The way in which fire behaves is substantially

1 different than the way in which we log the forest.

2 This area is totally killed and might be
3 equivalent to the way in which a forest is logged,
4 however, it's relatively small compared to the whole
5 burn. Within the burn there's a number of small areas,
6 islands, that didn't burn. These legacies are very
7 important for the way in which this ecosystem
8 redevelops over a period of time. If this forest was
9 logged, all of this stuff would be dead simultaneously
10 when, in fact, that doesn't occur in the natural
11 system.

12 And so if we are going to manage a
13 forest, then I think that we ought to pay attention to
14 the way in which the forest is normally recycled or
15 redriven from an old stage to a young stage, and this
16 is what I meant earlier on when I said that I think
17 that we can modify the way in which we model the forest
18 using natural disturbance as a sort of model for the
19 way in which we model forests.

20 MR. MARTEL: Yes. That sounds like it's
21 easily said, but how do you determine the areas, for
22 example, that fire would occur and what you're going
23 cut, how do you determine -- why do certain spots get
24 left behind during the fire and they jump?

25 I mean, there's water, there's a variety

1 of things, but how do you develop a pattern that you
2 could apply then to where you're going to do the
3 harvesting that's similar to what nature would do?

4 DR. THOMPSON: That's a good question and
5 I think the way you do it is through a research program
6 which focuses on the differences between clearcutting
7 and logging. I think you do it through a research
8 program which does that at two scales; one at a broad
9 spacial scale - and so we can compare using remote
10 sensing techniques and using spacial statistics the
11 average size of patches that are burned, the average
12 size of residuals that are left, differences between
13 them - and then at the site level we study the role
14 that these legacies play, the size that the legacies
15 are, the species composition these legacies are.

16 So I'm not saying that we can go out and
17 do this tomorrow, but I think that we can do it. I
18 think that with the proper research which focuses on
19 that question I'm convinced that we can do that and, in
20 fact, I'm trying to start this kind of research now.

21 MADAM CHAIR: Dr. Thompson, the Board has
22 received a great deal of statistical information about
23 fire history in Ontario and we haven't drawn any
24 conclusions about that, but essentially you could
25 arrive at lots of conclusions, looking at that fire

1 data you could look at it and say: Well, what's really
2 happening in here, or we should have small clearcuts
3 because that's mimicking the fire pattern.

4 DR. THOMPSON: Oh no.

5 MADAM CHAIR: Or we could say, on the
6 other hand, we can have some vast clearcuts because
7 some huge areas have been essentially burned out by
8 intense fire.

9 DR. THOMPSON: Mm-hmm. The correct
10 answer is all of the above. You need a range. In
11 fact, let me show you the next slide here.

12 This is dealing with an ecosystem that we
13 have in Newfoundland. This ecosystem isn't driven by
14 fire, it's driven by insect infestation and so areas of
15 the forest are killed by insects. And this is the
16 evidence that I have presented in my witness statement
17 where if we went out and looked at the distribution.
18 This just looks at size distribution now, which is one
19 of the questions of course that we're dealing with:
20 How big should clearcuts be.

21 Well, the answer to that is there should
22 be a range of sizes and there should be some really big
23 ones, but there should be an awful lot of smaller ones
24 as well. This sort of distribution we find again and
25 again in natural systems, negative exponential

1 distribution.

2 And if you look at, for instance, the way
3 in which this same ecosystem is being logged you find
4 it's dramatically different and, as a result of that,
5 the processes which result in regeneration of the
6 system must necessarily be different.

7 And the reason for that is because the
8 way in which the species which were normally associated
9 with that forest move into the forest out of edges and
10 legacies that are left. As a result of the insect
11 infestation, the effective radius away from these edges
12 and away from these legacies is dramatically reduced as
13 a result of a large number of larger than normal kind
14 of disturbances going on.

15 And I think that we can do the same thing
16 with fire. One of the difficulties that we will have
17 with developing a model for fire, of course, is that
18 ever since 19 - whatever it is in this province - they
19 have been dumping water on fires, and that becomes a
20 real problem.

21 And I think that's going to be a bit of
22 problem, but I think also that we can get at that
23 through two ways: No. 1, by looking at old aerial
24 photographs and old databases which show fires which,
25 in fact, were caused by natural causes and were unable

1 to be controlled. And so we have some idea of the
2 kinds of distribution of sizes - and, for example, I
3 can think of a couple. There is one -- there's
4 actually two in Pukaskwa Park, both of which burned in
5 approximately 1930, 1935 - those kinds of data exist.

6 There's also the area so-called north of,
7 whatever it is, north of Pickle Lake, north of Red Lake
8 and so on where we haven't controlled fire.

9 And so those areas I think provide us
10 with some data to start developing these kinds of
11 models for the way in which fire moves across the
12 landscape and for the sizes of fires which would
13 naturally occur.

14 MR. MARTEL: But you go beyond fire then
15 too, Dr. Thompson.

16 DR. THOMPSON: I beg your pardon?

17 MR. MARTEL: You would go beyond fire.
18 If you were doing this, you would have to incline
19 infestation; would you?

20 DR. THOMPSON: You may have to.
21 There's --

22 MR. MARTEL: I mean, if you're going to
23 replicate nature, how do you leave two elements out,
24 both of which control to some degree if you desired?

25 DR. THOMPSON: I don't think -- the

1 answer is, I don't think it matters. There's a
2 synergistic interaction between insects and fire anyway
3 which may be positive and may be negative in terms of
4 the size of the fire. In other words, if the area is
5 infested with insects and dies and burns within a
6 relatively short time period, then we get very hot,
7 very large fires; however, if the area is infested with
8 insects and does not burn or starts to burn later on
9 after a period of only eight years or so, then the fire
10 is no longer as hot and doesn't burn as large. But the
11 point is that there is a mixture of those kinds of
12 fires across the landscape.

13 And so in terms of development of the
14 model, I don't think it really matters how the fire
15 originated and I don't really think it matters whether
16 you're infested by insects in the first place. I think
17 that in terms of the development of the model what you
18 want to know are: What is the range of sizes that
19 occurred, what is the range of intensity that occurred,
20 what is the range of biological legacies that are left
21 within these fires and what are the ecosystem processes
22 that are different after clearcutting as opposed to
23 after fire, and I think that if we work towards
24 developing these models then we will have a much better
25 model for managing the forest when you do that.

1 MADAM CHAIR: Excuse me, Dr. Thompson,
2 but with respect to managing the forest, are you
3 talking about anything other than the variable clearcut
4 size?

5 DR. THOMPSON: Yes.

6 MADAM CHAIR: What, for example?

7 DR. THOMPSON: For instance, the size and
8 species composition of legacies within clearcuts in
9 other words, or within fires for instance that are
10 left. I'm talking about the way in which we distribute
11 logging across the landscape, and I'm talking about the
12 way in which fire behaves in different ecosystem types
13 because that is very different. For instance, fire in
14 a jack pine system is very different in the way it
15 behaves compared to fire within a boreal mixed wood
16 system.

17 And so if we are going to do this kind of
18 management and work towards a more natural means of
19 regenerating the forest, then we must I think -- we
20 must be very cognizant of the way in which natural
21 disturbance affects all ecosystem types. It's much
22 more than just size.

23 MR. MARTEL: But you would drive the
24 public mad if you were decided that we had an area that
25 had to be 7,000 hectares there that must go in some way

1 to replicate nature, you'd have people going absolutely
2 bonkers because that's one of the things they dislike
3 now.

4 DR. THOMPSON: I realize that.

5 MR. MARTEL: They think clearcuts are far
6 too big, and we have heard that more frequently than
7 any other complaint in this hearing.

8 DR. THOMPSON: I know, but I think it's a
9 mistake to listen to that.

10 MR. MARTEL: Well, you tell the public
11 who own the land that it's a mistake to listen to them.

12 DR. THOMPSON: Well, I mean, let's think
13 about the consequences of going out and making a lot of
14 small clearcuts on the landscape.

15 If large clearcuts are bad, and the way
16 in which they're done now I agree is perhaps not the
17 best way to do it; then small clearcuts probably, at
18 the other end of the spectrum, are equally as bad
19 because they in no way mimic natural processes in the
20 way in which the boreal forest develops.

21 And if you want to regenerate the boreal
22 forest in some sort of natural system way, if you want
23 to regenerate the natural forest in terms of the
24 ecosystems that are currently there, then the way not
25 to do it is to go out and log in small patches, because

1 the boreal forest is not driven in that way.

2 If you were talking about Pacific
3 northwest old growth forest, then I would agree that's
4 the way to go, we go with 10-hectare clearcuts because
5 that's the kind of past that forest is driven by.

6 If we're talking about boreal forests
7 where, in fact, there some tremendously huge burns,
8 sometimes 100,000 hectares, then that's the way we
9 ought to be managing that forest.

10 Now, I'm not suggesting - hold on - I'm
11 not suggesting we go out and cut 100,000 hectares.
12 First of all, it's logistically impossible. Second of
13 all, you're right, the public would never ever agree
14 with it.

15 But it's very important I think that we
16 look at the range of sizes of disturbance that would
17 normally occur within these ecosystems if we want to
18 ever bring these ecosystems back.

19 MR. MARTEL: How long is that away
20 though, to take those patterns, to develop those
21 patterns and say: Well, this is the type of -- we have
22 to make a decision in the next -- well, if we ever
23 finish this hearing.

24 DR. THOMPSON: You've only got two days.

25 MR. MARTEL: Two days left, but then

1 we've got to make decisions on how -- I mean, there's
2 so many questions left because all of this new stuff is
3 being added since we started and we've got two parties
4 coming forward us now who want us to do landscape
5 management, I'm not sure what it really means yet --

6 DR. THOMPSON: Well, I will tell you what
7 it means.

8 MR. MARTEL: And certain parties at this
9 hearing are saying: Well, you can't cut any bigger
10 than this, but that could interfere with the size of
11 the area in the landscape that should be cut, according
12 to whoever you're talking to.

13 DR. THOMPSON: Well, look at natural
14 reserves in Newfoundland. I mean, if you went out and
15 you decide, for instance, that you're going to do
16 100-hectare clearcuts, that's the maximum size, well
17 that means that all of these natural kinds of openings
18 that would occur in the forest aren't going to be
19 there, and what you're going to do is you're going to
20 force the forest to always be a hundred hectare forest,
21 that's what you're going to do and that's not the way
22 the system develops, that's not way boreal forests
23 develop.

24 Boreal forests develop over broad areas,
25 they don't develop over little tiny patches, and if you

1 go out and use cook book forestry by saying that in
2 jack pine and in upland black spruce and lowland black
3 spruce and in boreal upland mixed woods we're going to
4 have a clearcut size of 200 hectares, you're going to
5 destroy the system.

6 MR. MARTEL: Pardon me for chuckling, but
7 having listened to four years of evidence here the
8 range of ideas is quite -- or what we should be doing
9 is quite unbelievable.

10 DR. THOMPSON: I'm sure it is.

11 MR. MARTEL: Because some of the material
12 that has been presented is very site-specific and only
13 certain sizes and, as I say, in the last moment we have
14 got the initiatives by the Minister to talk more about
15 landscape management and, I mean, it is just almost
16 mind boggling as to -- that's why I lead with the
17 question, how long would it take to develop the sort of
18 patterns, because people want things in the next two
19 weeks.

20 DR. THOMPSON: I know they do.

21 MR. MARTEL: To develop this sort of
22 model to try to get at the patterns that would make it
23 possible to do what you're suggesting has to be done.

24 DR. THOMPSON: I know.

25 MR. MARTEL: And how long would it take

1 those models. They're not around the corner either;
2 are they?

3 DR. THOMPSON: They're not that far away.
4 I mean, the piece of research that we are starting to
5 do now with Forestry Canada which I think will give us
6 these answers. I think we can have them in three
7 years, that would be my guess, in association with a
8 number of other pieces of research which will look at
9 the role that these legacies actually play, these
10 stands, these islands that are left, the species
11 composition and so on, that kind of information may
12 come later.

13 But in terms of the development of the
14 actual models, my guess is three years is probably
15 reasonable, especially if you get your mind on the same
16 problem. I mean, I will argue until I'm blue in the
17 face that cookbook forestry is just not going to work,
18 not in the boreal forest.

19 That really is what we just talked about,
20 what I see as the research priority over the next
21 period of time in terms of the major question of how we
22 preserve biodiversity. And the way we do that is by
23 studying biodiversity and all of its ranges of forms in
24 association with post-logging forests and compare it to
25 natural disturbance regimes.

1 That's the kind of thing, that's the kind
2 of research program that a research branch ought to be
3 doing now, because by answering this -- this is our
4 sort of broad guiding question, do we do it at an
5 ecosystem level or a stand level, then ultimately we
6 would get to the kinds of answers that we would need in
7 terms of the way in which the forests should be
8 managed.

9 We've started doing some of this in
10 Newfoundland in the balsam fir ecosystem that I
11 described earlier which, as a result of the Maritime
12 climate, it rarely burns and it's an insect-driven
13 forest.

14 This is an example of an old forest in
15 Newfoundland, pretty small trees but, in any case, this
16 is an example of an old stand natural origin in
17 Newfoundland. This is an example of an old second
18 growth stand in Newfoundland. The first one I showed
19 you is about 80 years old natural origin, this is
20 post-logging stand that's about 60 years old. So
21 they're actually quite close in timber, and this is an
22 awful graphic, but I just wanted you to look at the
23 top.

24 MADAM CHAIR: Which slide number is this,
25 Dr. Thompson?

1 DR. THOMPSON: Which slide number is
2 this?

3 MADAM CHAIR: Has anybody been keeping
4 count?

5 DR. THOMPSON: No, but I'll tell you.

6 MR. MARTEL: I have tried.

7 DR. THOMPSON: This is No. 11.

8 MADAM CHAIR: Thank you. Do you have
9 hard copies of this material to leave with us?

10 DR. THOMPSON: Yeah, I think I do.
11 Actually I think I may have it; if not, I can give it
12 to you.

13 MADAM CHAIR: All right. Why don't we
14 leave Exhibit No. 2240C as a copy of Dr. Thompson's
15 slides.

16 ---EXHIBIT NO. 2240C: Hard copy of slide presentation
17 of Dr. Thompson.

18 DR. THOMPSON: Okay. This graphic is
19 awful, it takes some explanation.

20 The only one you really probably want to
21 look at is the top one, and I want you to think about
22 the graph as looking -- standing at the edge of this
23 forest and sort of seeing well into the forest.

24 And so what we have then is in bars. The
25 first bar in each of the groups -- what we have is

1 three groups, the first group is natural origin forest
2 which I called old growth at the time because I had no
3 name really thought of, but this is mature/overmature
4 forest, trees, small trees - in other words
5 sub-canopy - shrubs - in other words ground covers -
6 and dead snags or dead trees.

7 This is the second growth post-logging
8 forest, and the question we are asking here is: Is the
9 structure of the forest the same after logging as it is
10 after natural disturbance. And so we got out and we
11 measure the forest, the canopy, the sub-canopy and the
12 ground and the ground level and the deadwood.

13 And if you think about looking into the
14 forest, trees, small trees, shrubs and the deadwood and
15 you can see there are substantial differences between
16 natural origin forests and second growth post-logging
17 forests in terms of the forest structure.

18 And so I don't know the answers yet as to
19 why that is, I think that we will find the answers, but
20 the important point here is that they are in fact very
21 different. And so if the structural diversity is
22 different, then the way in which animals perceive this
23 as a habitat is also different.

24 And, in fact, when we went in and
25 measured some bird species that were -- or we measured

1 the diversity of bird species that were living here and
2 compared them to the bird species that were living
3 here, there were many species that were the same, there
4 were some species that did better here and some species
5 that did better here, but the important thing was that
6 there were several species which were absent from this
7 forest, we never found them.

8 And so the rule of that then is that the
9 way in which the ecosystem is assembled structurally
10 after logging appears to be very different than the way
11 it was after natural disturbance, in this case, hemlock
12 infestation by spruce budworm.

13 And so I think these are -- I think
14 that's a very important kind of point, that the way in
15 which that forest was logged did not, so far anyway as
16 we've been able to ascertain, mimic the way natural
17 disturbance affected the site.

18 When I talk about forest management and
19 the need to look at ecosystems, we also need to look at
20 the ages of those ecosystems on the landscape as well
21 and the thought of moving to a short-term rotation
22 forest, I think, does not go well for species which
23 require the mature and overmature stages of the forest.

24 Pine marten are an example. These are
25 sort of data that we gathered at Manitouwadge which

1 showed sort of a per cent carrying capacity of numbers
2 of marten that can be maintained by that forest, and
3 what we found was that as the forest aged marten did a
4 lot better; in other words, the populations were much
5 higher in older forests.

6 And the reason for that is because as the
7 forests ages it develops a number of structural
8 components which aren't there in younger forests. The
9 result of that is there is a number of niches created
10 in the forest, these niches are occupied by a number of
11 species of small mammals. The total biomass of prey
12 that's available to the marten increases and, as a
13 result, animals do much better in old forests.

14 I have another graphic here that shows
15 some of the actual data with regards to how the animals
16 were using old forest compared to successional forest.

17 One of the first things was that the
18 males' home ranges were substantially larger in
19 successional forest; in other words, in order for these
20 animals to make a living, the area that they had to use
21 sort of on a weekly kind of basis was substantially
22 greater than it was in old forests.

23 And one of the results of that was that
24 they spent more time crossing open areas, and when they
25 crossed open areas they were killed by various

1 predators, not all of the time and not all animals
2 died, but the rate at which marten living in
3 successional forests were killed by predators was
4 substantially higher. And so this is one of the
5 reasons then why marten do better in older forests.

6 There's a number of other things I think
7 that we can look at. But one of the probably -- what
8 was shown in the other graph is illustrated here and
9 that the total density over the forest was
10 approximately 10 times greater than what we found
11 overall on average in successional forests.

12 And so when we're managing for our
13 ecosystems and when we're managing for forests, it's
14 necessary to have a range of ages within each of these
15 ecosystems in order to maintain the species and the
16 biodiversity that is associated with each of these
17 niches. And so if we truncate our forest age at, say,
18 80 years or 60 years, then I think we're going to have
19 trouble in terms of maintaining the biodiversity that
20 is associated with the older age-classes.

21 Still on marten, I'm looking at a very
22 bad management scenario in the Province of
23 Newfoundland. I want to talk about the kinds of
24 problems that you can get into by not managing at a
25 landscape level, and by managing at a landscape level

1 what I'm referring to is a very broad scale, maybe
2 5,000 square kilometres per management unit, but that
3 management unit is placed in context with other
4 management units around it.

5 So that we may think, for instance, of
6 landscape, perhaps all the northern peninsula and all
7 of the west coast, for instance, as our landscape, the
8 area in which we would have to manage contextually. By
9 not doing this in Newfoundland, you can see the amount
10 of uncut forests that's left, it's quite minimal, it's
11 less than 10 per cent of the province, in fact it's
12 probably down around five per cent.

13 All of the other forests have been logged
14 within the last 50 years and so they're relatively
15 young. The old forest suitable to marten in the
16 Province of Newfoundland is here and here, and so we
17 have an age-class structure of the forest that looks
18 something like this, this is for one management unit,
19 but it's not peculiar, it's quite common to the entire
20 island.

21 The amount of forest that's in young
22 age-classes is tremendous compared to the amount of
23 forest that's in the old age class. Marten exist only
24 in the old age-class, and the result of that is that
25 our population of marten in the province now is

1 probably less than 200 animals, we're talking dangerous
2 rates here now. These animals will undoubtedly, in my
3 view, go extinct.

4 The reason for that is that we didn't
5 manage the landscape well enough and it will probably,
6 in my view, based on this modeling exercise that we
7 did, will probably go extinct some time between the
8 year 2030 and 2070, and that's because we didn't manage
9 the landscape well.

10 So I think that as we move towards, or as
11 we try to move towards a more holistic way of managing
12 forests, I think that we have to start to understand
13 ecosystems a lot better than we do and that we have to
14 apply broad conservation goals as opposed to managing
15 for each of the species alone.

16 The implicit assumption of course of
17 managing for featured species is that by planning for
18 featured species that we are also managing for
19 everything else that's out there in the forest, and I
20 don't think that that's necessarily correct.

21 And that's the major difference I think
22 between multiple use and sustainable development. If
23 we are going to develop our forests in a sustainable
24 manner, then we must have goals for biodiversity, that
25 means our broad conservation goals. And if we don't

1 understand ecosystems, then I think our management
2 efforts will become simplistic and we will end up with
3 a number of unintended consequences for the species for
4 which we are managing. And I'll give you a good
5 example of that.

6 Initial early attempts at managing for
7 spotted owls in the Pacific northwest were basically
8 leaving spotted owl hotels, hundred hectare plots in
9 which it was thought that the animals would nest.
10 Well, they did, they nested in them, but what actually
11 happened was so did a couple of other species of owls
12 which actually were predators of spotted owls, and so
13 we ended up with all of this spotted owl habitat with
14 no spotted owls in it and it's because we didn't
15 understand the ecosystem and applied an inappropriate
16 management technique to try and maintain species that
17 were associated with older parts of the ecosystem or
18 older age-classes in the ecosystem. And so we have to
19 understand the system in order to manage it properly.

20 This is what I was talking about earlier
21 with regards to the kinds of removals that we might do
22 in the forest. This is the slide that I used to
23 illustrate how you might be able to manage for marten
24 sort of in a crisis stage, but it doesn't matter what
25 the slide is actually for. What I think it illustrates

1 fairly nicely is, for boreal systems this is not the
2 kind of way in which we would log the boreal system by
3 removing small patches across the landscape.

4 And the reason for that is because the
5 forests develop in this way, relatively uniformly, plus
6 or minus 20 years in age over a broad area; it didn't
7 develop this way, where we cut here, and five years
8 later we cut here, and five years later we cut here,
9 and 10 years later we cut here and so on.

10 This disrupts the way in which the
11 ecosystem is assembled, so you're far better off to do
12 this kind of system here, this kind of system here, but
13 in a way which mimics natural disturbance.

14 I guess the only reason I included this
15 is because I see this as sort of gradation in the way
16 in which we should be managing, or the way in which
17 people thought about how to manage for wildlife in the
18 forests, and we've gone from featured species - well,
19 actually most provinces in the country are still
20 managing for featured species, whether these are
21 species of economic interest or rare and endangered
22 species - people are starting to think: Well, how can
23 we manage the forest and they've gone to things like
24 indicator species, multiple habitat supply indices for
25 various species, thinking about guilds - these are

1 groups of species which all more or less do the same
2 sorts of things, have the same sort of ecological
3 requirements - moved on down all the way now to where
4 people are thinking about ecosystem management which is
5 basically the take-home message that I'm trying to
6 emphasize here, is the level where we ought to be.

7 And if we manage for ecosystems, it
8 doesn't preclude management for featured species. In
9 other words, if there is some reason to protect an
10 individual species or if there is reason to enhance the
11 habitat of a particular species either for economic
12 gain or for recreational gain, it doesn't preclude
13 doing that by using an ecosystem management system, it
14 just means that you may not do it at the same location
15 or you may not do it through all times at the same
16 location, but within the system you can still do
17 featured species management.

18 In terms of recommendations for forest
19 planning, I think what we need is a continuous and
20 predictable supply of timber. Clear objectives for
21 biodiversity, we must be setting objectives for
22 biodiversity and these objectives for biodiversity will
23 be set in certain cases for some species, in certain
24 cases for groups of species, but for certain they will
25 be set for ecosystems at the landscape level and the

1 maintenance of ecosystems through time; in other words,
2 temporally and spacially, this is how those objectives
3 must be set.

4 There may be objectives for featured
5 species, as I said earlier, and in setting these things
6 we have to obviously be very careful about making
7 certain that the conditions in terms of forest
8 extraction are still operationally workable.

9 In other words, we talked earlier about
10 these very large clearcuts. Well, if we can't do them,
11 then we can't do them, there's no sense in suggesting
12 that we do them. But the point is, I think when we're
13 doing this, that has to be part of the way in which we
14 think.

15 We need auditable results; in other
16 words, when we set these objectives we must have a
17 monitoring system in place to determine that we are, in
18 fact, meeting those objectives and the whole system has
19 to be adaptive. If we find that what we're doing
20 results in that we're not meeting a particular
21 objective, then we need to find out why and change our
22 system. So the results must auditable.

23 We clearly need a mechanism for public
24 input and a mechanism for public input, I think, must
25 be the same regardless of where you are in the

1 province. In other words, we can't have different ways
2 of having public input. I think everybody has to have
3 a chance at it, but it has to be the same sort of
4 chance.

5 We need to spend a lot of time developing
6 decision-making systems and in developing tools to do
7 this system. If we are going to be managing at the
8 landscape level, then it's very difficult to get your
9 mind around the problem, and the way to get your mind
10 around the problem is by developing decision-making
11 systems, modeling systems which integrate, modeling
12 systems for harvest assessment, modeling systems for
13 silvicultural assessment, modeling systems for
14 forest/wildlife interactions in the system. All of
15 this has to link to the geographic information system.

16 MADAM CHAIR: What is DSS Dr. Thompson?

17 DR. THOMPSON: Sorry, that's decision
18 support system. I will tell you, these are just some
19 of the kinds of tools that people are working with or
20 need to be refined.

21 Decision support systems, these are
22 basically models which help us to ask the what if
23 question: What if do this, what if we do that.

24 Habitat supply analysis, this is
25 landscape level examination of particular habitats

1 through time. Forest ecological classification.
2 Ontario's one of the leaders in this area and it's one
3 of the system, one of the main cogs of the new
4 management system that I think we have to move to. And
5 habitat supply indicators, those are indicators for
6 individual species that you may be modeling.

7 I have already talked a lot about this,
8 but on the broad area of Ontario we must do what is
9 called integrated resource management, and this implies
10 that we manage all resources from the land base through
11 objectives which exist for those resources.

12 We need an inventory for those resources,
13 and I'm not suggesting we go out and we count all the
14 species of butterflies, how many they are, but what I'm
15 suggesting is that we look at important ones, and what
16 I'm suggesting is that we definitely must know what
17 ecosystems are out there, their spacial distribution
18 and their temporal distribution.

19 And, as I said earlier, we need to make
20 sure that we have some kind of monitoring capability to
21 ensure these objectives are met, and I think that
22 there's nothing wrong with stratifying the land base,
23 in other words, to do this. I think that the only way
24 we can accomplish all of these things and still have a
25 viable timber industry is to stratify the land base in

1 some way.

2 And by stratifying I would suggest
3 there's three main categories. The first is in areas -
4 and I don't know how to decide, well, I guess I
5 probably can think of some ways to decide - but you
6 would set up some criteria as to areas that would be
7 used for intensive forestry. The reason you would do
8 this is to provide timber in areas that are relatively
9 close to the mills as quickly as possible - and I know
10 this is perhaps a contentious issue but that's the side
11 of the fence that I'm on - and on those areas we would
12 do intensive forestry. The pie represents the entire
13 boreal forest.

14 The second area would be ecological
15 reserves, and within ecological reserves we wouldn't do
16 anything. These would be benchmarks for ecosystems,
17 they would allow us to understand the way in which the
18 forests naturally assembles, they would allow us to
19 understand the way species interact within those areas.

20 And in the broad area we would do
21 integrated resource management; in other words, we
22 would have objectives for timber and we would have
23 objectives for biodiversity and broad conservation
24 objectives.

25 But the important thing is to not think

1 of ecological reserves as mature, overmature and old
2 forests because the boreal forest grows and dies, and
3 so that on this area the red and the yellow at any
4 point in time they would be managed in context - and
5 I'm using manage in sort of the most broadest possible
6 context here - to suggest that if these were set up
7 originally as old forests and they're not old any more
8 because they burn or because the insects got them or
9 they died naturally, then the old forest would be over
10 here somewhere. And so all of this has to be put in
11 context.

12 And so in summary then, I think that we
13 should move away from the featured species system to
14 manage the forests in a more holistic manner based on
15 ecosystem classification and based on maintenance of
16 these ecosystems in time, and that we set goals for
17 biodiversity and that these goals be audited and that
18 our system be adaptive and. In other words, if we fail
19 for one reason or another, we find out why, we go back
20 and we change our system.

21 That's basically what I have to say. If
22 there's any questions, I guess...

23 MADAM CHAIR: Will you have any
24 questions, Ms. Blastorah?

25 MS. BLASTORAH: I'm not sure whether Mr.

1 Lindgren or Mr. O'Leary --

2 MADAM CHAIR: Hi, Dr. Quinney. Hi Mr.

3 O'Leary. Nice to see you again.

4 DR. QUINNEY: Good morning Madam Chair,

5 Mr. Martel.

6 MADAM CHAIR: Are you going to have any

7 questions for Dr. Thompson?

8 MR. O'LEARY: No questions, Madam Chair.

9 MADAM CHAIR: All right, thank you.

10 Ms. Blastorah?

11 MR. LINDGREN: We have no questions.

12 MADAM CHAIR: Oh, Mr. Lindgren. I'm

13 sorry.

14 MR. LINDGREN: We have no questions,

15 Madam Chair.

16 MR. MARTEL: No questions on cut sizes.

17 I just thought I would ask that.

18 MS. BLASTORAH: Madam Chair, if I could

19 have five minutes I would have possibly very few

20 questions, and I could probably move through whatever I

21 may have more expeditiously if I could have a couple of

22 minutes.

23 MADAM CHAIR: That's just fine. Do you

24 want to take a 10-minute break.

25 ---Recess taken at 9:50 a.m.

1 ---On resuming at 10:10 a.m.

2 CROSS-EXAMINATION BY MS. BLASTORAH:

3 Q. Dr. Thompson, I just have a very few
4 questions for you. You had a discussion with Mr.
5 Martel during your presentation about the rapidity with
6 which a move can be made at an operational level to a
7 more landscape approach to forest management, I think
8 was the term you used.

9 And you did, in response to Mr. Martel's
10 questions, indicate that you were beginning some
11 research with Forestry Canada which will provide some
12 answers within three years. And I was just wondering
13 if you could clarify for the Board what the product
14 will be within that three years or after that three
15 years?

16 A. Yes. What we are aiming for is to
17 provide a landscape level comparison between the way in
18 which the landscape is altered as a result of logging
19 and the way it is altered as a result of natural
20 disturbance, and so we tend to use a number of spacial
21 statistics to give us the range and sizes of
22 disturbance, the sizes of legacies that are left,
23 distance between edges and, as I said, a number of
24 spacial statistics to quantify those kinds of things so
25 that we would be able to then say what the differences

1 are at the landscape level between natural disturbance
2 and between logging and to hopefully provide some kind
3 of a prescription for the way in which clearcut
4 logging, at least at that scale, can proceed across the
5 landscape.

6 Q. Am I correct then that when you say
7 at that scale you are not implying that you could, as a
8 result of that research in three years, tell a unit
9 forester at the stand level--

10 A. That's correct.

11 Q. --or at the management unit level.

12 A. That's correct. The stand research
13 will be done concurrently but I don't see answers at
14 the stand level coming before five years.

15 Q. And am I correct that some research
16 that would be necessary in order to move in this
17 direction would be, for example, the development of an
18 ecological land classification system?

19 A. Where it doesn't exist, yes, or for
20 where it does exist, to test the ability of that land
21 classification system in operational forestry.

22 Q. And the development of models was
23 another issue that you discussed at the landscape level
24 I think.

25 A. Yes.

1 Q. And you would agree with me that it
2 would be necessary to validate any models that you
3 develop?

4 A. You would test the model, that's
5 right.

6 Q. And that would require additional
7 research and data?

8 A. It would require a certain amount --
9 it would require a certain amount of time, yes, to do
10 that. I would hope though that during that sort of
11 three-year period that we foresee here that we would
12 hopefully have some testing done during that time
13 period.

14 Q. And you indicated as one of the
15 points you made about -- the important point I think
16 you characterized it as something like important points
17 to consider in moving towards more holistic management,
18 and one of the points you made was that it's important
19 to consider operational -- to take into account
20 operational considerations?

21 A. Yes.

22 Q. And I think the example you gave was
23 that it's not feasible for the forest industry to go
24 out and do huge clearcuts all at once just at the
25 operational basis?

1 A. I think that's correct. I'm not an
2 expert on how fast an area can be logged.

3 Q. Would you agree with me that as
4 research produces better information on landscape
5 patterns and there is a movement toward attempting to
6 more closely mimic those patterns on the landscape that
7 it may take some time for industry to adjust to how
8 practices should be conducted in order to follow those
9 patterns?

10 A. Yes, and it would also -- the amount
11 of time that would have to be spent in drawing up a
12 logging plan for a particular area would increase
13 markedly because you have to have a much more in depth
14 knowledge of the area that you are logging than is
15 currently the case, and that's currently the case that
16 results from simple area typings using aerial
17 photographs.

18 MS. BLASTORAH: Those are my questions.
19 Sorry, Madam Chair.

20 MADAM CHAIR: Just one follow-up
21 question. Dr. Thompson, do you believe that in the
22 field now when foresters are planning areas that will
23 be harvested that they are now following some of those
24 patterns; in other words, we have flown quite a bit
25 through northern Ontario and you can see fire origin

1 stands very clearly, you can see where there has been
2 insect damage, there are demarcations on the land that,
3 in some cases, are fairly obvious and cutting patterns
4 are done on that basis now to some extent.

5 Would you agree with that, or do you
6 think those patterns are being entirely ignored, and
7 I'm not talking in a large landscape context, I'm
8 talking by stand?

9 DR. THOMPSON: You're talking about
10 site-specific.

11 MADAM CHAIR: Yes.

12 DR. THOMPSON: I don't think they're
13 necessarily being entirely ignored, I think that in
14 many cases that kind of thing does go on, for instance,
15 salvage operations in Newfoundland, for instance, these
16 are areas that are killed like hemlock looper, wild
17 fire salvage.

18 But I suspect that it's more by
19 serendipity than by plan, that's I guess the point
20 here. In other words, there is no view to the
21 maintenance of ecosystems in doing that, it's simply a
22 recognition of the fact that all of this timber is a
23 particular age-class and so we're going to take it out.

24 MADAM CHAIR: Yes, I agree with that but,
25 at the same time, there may be no magic with respect to

1 the research you're coming up with that may -- there
2 may be very good clues now as to the kind of stands
3 that exist on the landscape and how they should be
4 managed?

5 DR. THOMPSON: I think there's very good
6 information on the kind of stands that exist, I think
7 there isn't particularly good stand information on how
8 a stand should be managed.

9 When I said that in some cases that we
10 should remove large areas simultaneously, I didn't mean
11 that we clearcut in the way in which we do now. What I
12 meant by that is that we should harvest them in a way
13 that more closely approximates the way in which a fire
14 would move across the landscape; in other words, we do
15 leave some legacies areas that are unburned, we do
16 partially remove some trees from some sites, we do
17 leave snags, we do leave timber in low lying areas
18 which would normally not be burned, those kinds of
19 things.

20 And so it's not complete removal of
21 stems. You leave advance growth, as another kind of
22 thing you do.

23 MADAM CHAIR: And, of course, that sort
24 of thing is being done?

25 DR. THOMPSON: Not --

1 MADAM CHAIR: We've seen some examples,
2 I'm not saying that's being done all the time.

3 DR. THOMPSON: I think there are some
4 examples of it and I think there are some examples of
5 good forestry to be found in Ontario.

6 MADAM CHAIR: A typical situation that
7 Mr. Martel and I would see, and anyone would see when
8 they're flying over northern Ontario, is a stand of
9 spruce or jack pine, very dense and surrounded -- in a
10 mixed wood forest, and you can see with your own eyes
11 that was likely a fire originated stand of that
12 species.

13 DR. THOMPSON: Yes.

14 MADAM CHAIR: Now, are you saying when
15 you're looking at landscape management at a stand level
16 that the natural boundaries of such a fire originated
17 stand would be what you could see?

18 DR. THOMPSON: It would be what you could
19 see, but it may not necessarily be the basis on which
20 you would make your logging prescription.

21 The basis on which you would make your
22 logging prescription would be at the ecosystem level;
23 in other words, if this stand for instance is a mixed
24 wood ecosystem, then you might treat it very
25 differently than if it were a jack pine ecosystem which

1 might be right adjacent to it.

2 You might selectively harvest trees
3 within the mixed wood system, whereas you would not
4 selectively harvest trees within the jack pine system.

5 And there is a lot of that kind of thing
6 that is going on now, it's just that I think we need to
7 go a step beyond, and that by the step beyond, I mean,
8 we need to refine the techniques by which we are
9 harvesting to much more closely approximate natural
10 disturbance.

11 MADAM CHAIR: All right.

12 MS. BLASTORAH: One follow-up question of
13 clarification from that.

14 FURTHER CROSS-EXAMINATION BY MS. BLASTORAH:

15 Q. Dr. Thompson, in response to one of
16 the questions from Mrs. Koven you indicated that you
17 didn't think ecosystem patterns were being entirely
18 ignored and you used the example of salvage operations,
19 and you then referenced hemlock looper.

20 Am I correct that the example that you
21 were giving there was in relation to Newfoundland, not
22 Ontario?

23 A. Yes.

24 MS. BLASTORAH: Thank you.

25 MR. MARTEL: I think what my colleague

1 was driving at, we've seen sites -- I mean, if one
2 started 1988 and went to today we've been here, and we
3 went to look at the application of the moose
4 guidelines, for example, where a lot more factors seem
5 to be taken into consideration, where the biologist
6 could explain why they cut 500 hectares in low lying
7 areas as opposed, and we're talking about the area you
8 were familiar with around Kap and so on where you get
9 these wonderful lowlands and highlands which are two
10 feet different, and then the lowlands what's there.

11 You might leave some snags and that, but
12 how many moose are going to be there that might be on
13 the highlands which are only two feet difference but
14 away from a lot of the water. So that is being taken
15 into consideration a lot more than, let's say, pre-1988
16 or even --

17 DR. THOMPSON: Yes, it is, but you can't
18 assume that because we're managing for moose that we're
19 looking after a lot of other things. That's my point
20 here.

21 MR. MARTEL: That's the other concern. I
22 mean, I've raised the concern over and over again here,
23 if we cut right to the water's edge, especially in
24 northern Ontario we have little - call them potholes,
25 lakes less than 10 hectares - and we cut right to the

1 about or the biodiversity that is associated with these
2 ecosystems is present on the landscape somewhere and
3 that the system is functioning - and by functioning I
4 mean all of the species that are associated with it are
5 there, all the patterns and processes that occur within
6 the system are functioning - then it doesn't matter
7 that they're not at point A any more because they are
8 at point B.

9 But point A will ultimately have all of
10 the attributes again to provide habitat for those
11 species at some point in the future, and trying to
12 manage a particular tract of land for all species at
13 all times, you can't do. You might do that --

14 MR. MARTEL: Is that why you move to the
15 intensive forest -- in your last chart you had the pie
16 chart--

17 DR. THOMPSON: Mm-hmm.

18 MR. MARTEL: --which showed a large area
19 for multi-purpose use.

20 DR. THOMPSON: Yes.

21 MR. MARTEL: Then intensive use near the
22 mills, and then some areas just left aside.

23 DR. THOMPSON: The reason I'm suggesting
24 that we need to do that is because if we're going to
25 move to integrated resource management, annual

1 shore to many of those, and I always wonder what
2 happens to the other wildlife around those little --
3 and there has been much concern expressed about that.
4 There might not be any fish in those little potholes
5 and so the fish guidelines don't apply, but what
6 happens to other wildlife around those small areas?

7 DR. THOMPSON: Well, but you have to view
8 all of this in the proper temporal context; in other
9 words, you may not actually have to think about what is
10 going to be living there at that particular point in
11 time in terms of what was there just previous to it
12 because ultimately in a hundred years, if it's done
13 properly, what was there will be there again.

14 And you can't view the forest as sort of
15 a static, in sort of a static mindset, you have to
16 think about in the broad context; in other words, if a
17 fire went through that it would eliminate all of the
18 habitat for caribou anyway. If you understand what I'm
19 saying.

20 MR. MARTEL: Yes.

21 DR. THOMPSON: And so just because
22 caribou don't live there it doesn't matter so long as
23 caribou live over here. And that's sort of the gist of
24 landscape management is that you look at this broad
25 pattern and so long as the species that you're worried

1 allowable cut is going to decline, and if you're going
2 to maintain the mills with a reduced annual allowable
3 cut, then the only way to do that is to produce timber
4 as fast as possible on some lands.

5 And so in the areas, the broad area of
6 the province where we're going to meet our biodiversity
7 goals and also sustainably develop the forest, the
8 amount of timber that's going to come out of there per
9 unit of time will have to decline. That's the only way
10 it can be done.

11 MR. MARTEL: Over the large sector.

12 DR. THOMPSON: Over the large sector.

13 MR. MARTEL: But you would still use that
14 to complement--

15 DR. THOMPSON: Yes.

16 MR. MARTEL: --what you would get from
17 your intensive forested area.

18 DR. THOMPSON: Yes.

19 MR. MARTEL: Or intensive managed area?

20 DR. THOMPSON: Yes.

21 MS. BLASTORAH: Madam Chair, I just have
22 one or two questions, again arising out of that
23 exchange with Mr. Martel. I will try to keep it short.

24 FURTHER CROSS-EXAMINATION BY MS. BLASTORAH:

25 Q. You gave some examples, or you

1 mentioned rather, Dr. Thompson, that you have some seen
2 some examples of good forestry.

3 Was the kind of thing that you were
4 referring to examples of areas left in cut-over areas,
5 uncut areas left in cut-over areas?

6 A. Yes. That and as well much attention
7 to site; in other words, not logging on a wet site in
8 the middle of summertime, not doing intensive
9 scarification but working towards a more natural
10 regeneration of the site and so on.

11 Q. And would that work towards a more
12 natural regeneration necessarily mean leaving the site
13 to natural regeneration in all cases, assuming fire
14 suppression continues?

15 A. Not necessarily.

16 Q. Okay. And one other --

17 MS. BLASTORAH: I think I'll leave it at
18 that, Madam Chair.

19 MADAM CHAIR: All right, thank you very
20 much, Ms. Blastorah.

21 MS. BLASTORAH: Thank you very much.

22 DR. THOMPSON: Thank you very much.

23 MADAM CHAIR: Thank you very much Dr.
24 Thompson we very much appreciate you putting this
25 effort into your submission and coming to Toronto

1 today.

2 DR. THOMPSON: Thank you.

3 MADAM CHAIR: Thank you very much, we
4 will be returning at 1:30 this afternoon to hear the
5 submissions of Dr. Welsh.

6 Mr. Pascoe?

7 MR. PASCOE: There was one document to be
8 made an exhibit.

9 MADAM CHAIR: Thank you. Before we
10 finish this morning, we received a copy of a letter
11 dated May the 11th, 1992 to Mr. John Cutter of
12 Meadowside Lumber from Ms. Mary Laronde, Stewardship
13 Director of Teme-Augama Anishnabai with respect to
14 comments made during the satellite hearing in North
15 Bay.

16 And we have some copies of that
17 correspondence for anyone who wishes to receive it, and
18 we will give this Exhibit No. 2241, and it's a two-page
19 letter.

20 ---EXHIBIT NO. 2241: Two-page letter dated May 11,
21 1992 from Teme-Augama Anishnabai
22 to John Cutter, Meadowside
Lumber.

23 MADAM CHAIR: All right, thank you very
24 much.

25 ---Recess taken at 10:25 a.m.

1 ---On resuming at 1:30 p.m.

2 MADAM CHAIR: Good afternoon. Please be
3 seated.

4 Good afternoon, Dr. Welsh.

5 DR. WELSH: Good afternoon.

6 MADAM CHAIR: Dr. Welsh, before we begin,
7 I always ask the witnesses - and I don't know why I do
8 this - but I always ask them if they want their
9 evidence affirmed or sworn in?

10 DR. WELSH: Yes, affirmed, please.

11 DAN WELSH, Affirmed.

12 MADAM CHAIR: Thank you, sir.

13 We also give the written material you
14 submitted to us in advance of your presentation an
15 exhibit number and this will become Exhibit 2342, and
16 your presentation is about 20 pages in length.

17 We will give your written statement
18 Exhibit No. 2342A and your interrogatory responses will
19 be Exhibit 2342B.

20 MS. BLASTORAH: Madam Chair, I believe
21 it's 2242. We're just having a little problem, we seem
22 to have lost a hundred exhibits.

23 MR. MARTEL: Oh. It's 2242.

24 MADAM CHAIR: 2342.

25 MS. BLASTORAH: 2242.

1 MR. MARTEL: 43B.

2 MS. BLASTORAH: Oh.

3 MADAM CHAIR: I think it's 2241.

4 MR. MARTEL: We made the letter this
5 morning --

6 MS. BLASTORAH: I think we marked the
7 letter this morning.

8 MADAM CHAIR: That's right. Okay. We're
9 very excited because you are our second to the last
10 witness, Dr. Welsh.

11 Exhibit 2242A will be your 20-page
12 written submission, and Exhibit 2242B will be your
13 interrogatory responses dated May 13th 1992.

14 ---EXHIBIT NO. 2242A: 20-page witness statement of Dr.
15 Dan Welsh.

16 ---EXHIBIT NO. 2242B: Interrogatory responses dated May
17 13, 1992.

18 MADAM CHAIR: And do you have any other
19 written material you wish to give the Board?

20 DR. WELSH: No, I do not.

21 MADAM CHAIR: All right. Then why don't
22 we get started.

23 DR. WELSH: I thought it might be helpful
24 if I gave you a bit of background of my relative
25 experience.

I am a graduate level biologist having

1 done a Masters degree in ornathology and a Ph.D. at
2 Dalhousie University working on mammals. I've been
3 studying forestry wildlife interaction in Ontario since
4 1975 based in Sault Ste. Marie for number of a years
5 and subsequently for the last decade or slightly more
6 out of Ottawa.

7 I've worked on moose in relation to
8 forestry practices and forest habitats and, most
9 recently, for most of that 15-year period, I've been
10 working on forest song bird communities.

11 What I would like to do today is to
12 present a rather brief overview of my perspectives on
13 the primary considerations in managing Ontario boreal
14 Forests for long-term sustainability and conservation
15 based on that experience, and then to go over the
16 recommendations and suggestions that I've made in my
17 witness statement and clarify any points that people
18 may wish to ask me at that time.

19 In my witness statement I reviewed
20 developments over the last few decades of the
21 conservation ethic at a world-wide level and I think
22 particularly of importance there, stemming largely from
23 the World Conservation Strategy in 1980, is the
24 inseparable linking of conservation and development. I
25 believe very strongly that they are inseparable

1 processes and that it's impossible to talk of
2 conservation without development, even present role of
3 man's position in the world today.

4 The only other point I would like to make
5 by way of broad global overview is to point out that I
6 think the rest of the world is going through much of
7 the same steps in conservation processes as we are.

8 1991 marked the release of the second
9 part, as it were, of the World Conservation Strategy
10 entitled: Caring for the World, A Strategy for
11 Sustainable Living. I think Ontario is very much in
12 the same position right now. I think we're trying to
13 develop a strategy for sustainable living, trying to in
14 fact understand how to do things better if we were all
15 agreed on the concepts, but it's the how might we do it
16 that's important. So I see the Timber Management Class
17 EA as the same exercise for Ontario.

18 And the reason I mention that is because
19 I found in my own mind at least that's helped me
20 because I found that we aren't alone in this very, very
21 difficult venture, a lot of other people are probably
22 going through the same process.

23 I would like to talk about the dynamics
24 of the boreal forest and to show a few slides and I'll
25 just talk generally around my slides, if that's

1 agreeable.

2 There are eight forest regions in Canada,
3 eight large primary forest regions in Canada, and I
4 think it's extremely important that we always remember
5 that the natural disturbance regimes which generate
6 those forests and which in fact maintain their unique
7 characteristics are rather different.

8 The boreal forest, which is the forest
9 that I want to talk about today - because it's the one
10 I know best - is characterized by catastrophic
11 disturbances, by a very high rate of turnover. It's a
12 forest that changes a lot, the tree species tend not to
13 be terribly long lived, most of them live in the
14 neighbourhood of a hundred years or so, and so it is
15 important to distinguish that forest from, let's say, a
16 west coast temperate rain forest on Vancouver Island
17 which might be much, much more long lived and would not
18 normally be subject to nearly the same quick rate of
19 disturbance.

20 I would like to talk initially about
21 forest fires, and I know that several other witnesses
22 have already spoken about fire, I thought it would
23 probably be helpful if I were to give you some examples
24 of one bit of landscape in the Manitouwadge area where
25 we've done quite a bit of work during the early 1980s.

1 And in this first slide, which
2 essentially is a map as it were of the forest region
3 surrounding Manitouwadge, Manitouwadge is actually just
4 off on the right and at the bottom, we're looking at an
5 area approximately hundred square kilometres or a
6 hundred kilometres across and 75 kilometres high.

7 The important point that I want to make
8 in this slide which depicts the age of the stands
9 resulting from forest fire is that the patches are
10 relatively large. You can see that the purple and
11 light blue and green patches are rather large patches.
12 You notice the scale on the bottom of 10 kilometres,
13 you can see that many of those patches in fact are 10
14 or 20 kilometres long, the purple one in the middle
15 probably 70 kilometres by the other axis.

16 And it's also important to note that if
17 we look at the dark blue, the oldest category, there
18 isn't really very much dark blue there, in fact there's
19 only about 3 per cent of that particular landscape is
20 older than 200 years. Just underscoring my first point
21 that the boreal forest in fact does have a lot of short
22 lived piece and it does turn over quite often in, as I
23 said, catastrophic disturbances in very large chunks.

24 The next slide is exactly the same piece
25 of real estate but instead of looking at the fire

1 patches I've superimposed cutting history by the timber
2 companies operating there from 1940 to 1980, and you
3 can imagine -- at the same scale you can see that the
4 patches are much smaller, and I don't wish to make a
5 great deal more of that except to show you in the third
6 slide, if I superimpose those two, then you can still
7 see the big purples and light blue and the green from
8 the first one with the patch sizes superimposed on them
9 from cutting.

10 And the point that I wish to make is the
11 obvious one, is that the patch size resulting in the
12 way we cut the forest is in fact quite small in
13 contrast to what determined the nature of most of that
14 landscape; in other words, although we have a lot of
15 forest fires on average big forest fires are much
16 larger than cutting patches.

17 So to follow on from that point, we all
18 know that the forest is composed of different tree
19 stands of different species, but I think it's always
20 important when we're trying to imagine what we should
21 do with the forests to remind ourselves of that fact.

22 So we can see that there are of course
23 aspen forests and mixed conifer and deciduous forests
24 and purely coniferous forests. And those different
25 forest types, if we looked at a satellite view - and

1 again in this case a slightly larger area, but again
2 centered on Manitouwadge which is that blue spot in the
3 bottom right - the only point I want to make with this
4 slide is that that landscape is quite clearly a mosaic,
5 it's composed of lots of different colours, as it were.

6 You could perhaps most easily think of
7 it, at least I do, as a quilt, and those bits and
8 pieces are the different forest stands of different
9 ages, different forest stands because they are composed
10 of different tree species, the tree species on the site
11 resulting from the past history of the area and from
12 the type of soil that's there, whether it's sandy or
13 rocky, whether it's well drained or poorly drained,
14 whether it's organic or bedrock and so on.

15 Now, that same type of information is
16 contained in our forest resource inventory for the
17 province, and this is just an example to show you at a
18 relatively small scale, in case this is 4 square
19 kilometres, that in fact we can, and regularly do,
20 recognize all of the distinctly different forest stands
21 based on their tree composition. Some stands are jack
22 pine, some are aspen, some are spruce and so on. And
23 those are a regular part of the tools that we use to
24 manage the forest.

25 Now, I would like to talk for a few

1 moments about the forest ecosystem classification for
2 northwestern Ontario, and although I suspect you've
3 been introduced to it before, it's perhaps worth giving
4 you some of my perspectives on what it actually might
5 mean.

6 If we imagine all of those forest types
7 in that mosaic we saw from the satellite, then trying
8 to put any order into that is exceedingly difficult if
9 we don't have some means of classifying or ordering
10 them, and we're all of course most familiar with
11 classification when it comes to perhaps sorting out
12 species, so we know that birds have names or mammals
13 have names, these ones are the same as each other, so
14 they're the same species, but they're different than
15 something else.

16 Well, I see landscape classification as
17 essentially being a very similar procedure, trying to
18 put some sort of order and means of identifying all of
19 those forest stands in some way, and this diagram which
20 is taken from the classification system is actually
21 just a relatively simple picture of the relationship of
22 38 different forest stands.

23 And the people that developed this
24 classification looked at thousands of different forest
25 stands and after analysing all of those data said:

1 Well, there are 38 basic types and they portray them in
2 this type of two dimensional diagram showing their
3 similarities.

4 So we see that the ones on the bottom
5 left, 35, 36, 37, and 38 are quite closely related to
6 each other, they're quite similar and they're rather
7 different from the ones on the top right, No. 3 and 12.

8 We can see that some of them are in fact
9 quite close to each other, indicating that they're very
10 similar, and the farther they are apart across the
11 slide the more different they are.

12 On this figure we have exactly the same
13 ones except we've got the trees superimposed on them,
14 so we can see that little circle at the top that has 26
15 and 27 and 13 and 12, that's the pictorial way of
16 representing the red pine and white pine stands.

17 Just to the left of that are a group of
18 stands, forest types that would be dominated by jack
19 pine. On the bottom is larch and cedar. We can see in
20 fact from top to bottom that it goes from dry sites to
21 wet sites. That is really what the forest ecosystem
22 classification is all about, trying to in fact put some
23 order into that landscape.

24 It's exceedingly important to be able to
25 do that because for silvicultural purposes there was a

1 need to be able to identify sites based on what we
2 could expect to happen there.

3 If they had deep organic sites, there
4 might be concern about harvesting them in the summer,
5 there could be regeneration considerations. The sites
6 up at 30 tend to be rocky or very coarse gravel, so
7 it's hard to plant there. The ones in the middle have
8 lots and lots of balsam fir, and so we can expect
9 competition. And so this really is a tool that was
10 developed to help us manage the forest better.

11 So it struck us a number of years ago
12 that rather than trying to independently develop
13 descriptions of wildlife habitat that didn't fit with
14 the systems we were using for forests, that we should
15 try to bring the two things together.

16 One of the problems we've had in the past
17 I think is that wildlife biologists tended to speak
18 their own language and described forests in a way that
19 the forest land manager didn't understand or didn't
20 use, systems we were speaking were different. So we
21 had the effect of speaking different languages. That
22 was a real problem.

23 What we tried to do in this work that I
24 will show you with forest song birds in the next few
25 slides is to see whether we can bridge the gap, and the

1 reason for bringing these slides to show you is that I
2 think they capture a lot of what we have to deal with
3 when we think of how we must manage the forest, what is
4 it that we need to be concerned about.

5 And in these next few slides what I'll
6 show you, if you imagine this drawing, this graph as a
7 backdrop, and I'll superimpose or paint on to that
8 information about the abundance of a given bird. So
9 that where they're very uncommon we'll put it in one
10 colour, and where they're very common will be another
11 colour and we can easily see that species in fact
12 differ in their distribution and abundance and then I
13 would like to draw some conclusions from that
14 afterwards.

15 So, first of all, to deal with a
16 white-throated sparrow, which I suspect many of you may
17 know, and here you can see the -- I'll just point
18 things out briefly. These areas here are 38 and 37,
19 36. So these are in fact, these stars or diamonds as
20 they were show the position of those 38 forest stands
21 that I showed earlier, and so that will locate you for
22 the rest of the slides. And so you can see that in
23 fact what I've done is just to superimpose some
24 information about white-throated sparrows onto that
25 forest ecosystem classification.

1 So you can see increasing abundance, the
2 areas that are yellow are where white-throated sparrows
3 are most common, where it's the darkest shade of brown
4 they're relatively uncommon. And if we look at this
5 slide I think the thing that we're probably immediately
6 struck by is that white-throated sparrows occur rather
7 broadly in all the types.

8 If we were to try imagine what we would
9 do to conserve white-throated sparrows we probably
10 would say: Well, perhaps we should keep everything, or
11 if we keep some of it we will probably have something
12 that's good enough anyway. So perhaps we shouldn't be
13 too worried. Although it is clear that there's a
14 little bit more brown in the middle than yellow, so
15 those habitats would not be as good.

16 I would like to contrast this species
17 with several others. The veery is a thrush much in the
18 same family as our robin that we're all familiar with
19 the and it's a common species in hardwood forests or
20 hardwood dominated forests in the boreal. So we, in
21 fact, can see that it occurs essentially on the
22 righthand side. Anything on the left is not going to
23 be of very much use to veeries and we can see that in
24 fact the farther right we go the more veeries there
25 are, and that group of stands is dominated by aspen and

1 birch, much like the slide that we looked at first of
2 an aspen stand is the best habitat for them.

3 And I would like just you just to bear in
4 mind that general picture that veeries occur there,
5 contrast that with a closely related other thrush and
6 obviously they have some sort of a pact because the
7 hermit thrushes have taken on the lefthand side and
8 aren't very common on the right.

9 So you can perhaps sense what I'm
10 starting to lead to, that different species obviously
11 have different habitat requirements, they occur in
12 different forest ecosystems, and if we're thinking
13 about how to conserve those species, then we have to be
14 thinking of the value of those different forest
15 ecosystem types.

16 And I would like to say at this point
17 that I'm using birds as an example of all kinds of
18 wildlife. It could apply equally to many other
19 species, both vertebrates and invertebrates. I think
20 the principles would be the same, although the exact
21 details would change somewhat.

22 Now, if we were to look at a couple of
23 other species, to complete my story, in case of the
24 scarlet tanager, they obviously have very, very highly
25 specialized requirements and only occur in a very small

1 number of stands.

2 Equally if we were to look at a small
3 neotropical migrant warbler the Connecticut warbler, it
4 takes the opposite extreme and only occurs again in a
5 small number of stands but at the opposite end of the
6 spectrum, down in the organic spruce dominated sites
7 being most common in things that would approach spruce
8 bogs.

9 Now, if we are going to be able to deal
10 effectively with those birds in some sort of an overall
11 plan, then what I would suggest is that in fact dealing
12 with each one of those species - and of course just in
13 the case of forest song birds there are 170 birds in
14 northern Ontario, bird species, about half of those
15 occur regularly in the forest - one can easily imagine
16 trying to establish guidelines and procedures for
17 dealing with each and every one of these and, of
18 course, we would then have to deal with all sorts of
19 other species if we were serious about conservation
20 and, my mind at least, that becomes quite intractable.

21 I have difficulty imagining what we would
22 do with it and once I started applying Connecticut
23 warbler guidelines, I wouldn't know what to do with
24 salamander guidelines and moose guidelines and so on.
25 So what I would suggest is that in fact we have to back

1 off a step or two and think in terms of the ecosystems
2 or the habitats that the animals live in and that we
3 should be thinking about protecting and dealing with
4 the landscape and planning for its long-term well-being
5 on that basis and not on the basis of individual
6 species.

7 And I think that you probably can see
8 from the examples that I've given you of the bird
9 relationship to different forest types that it's not
10 enough to keep one or two types but, in fact, may well
11 be that all 38 of those types have unique groups of
12 species of wildlife and characteristics that are
13 associated with them. We quite clearly are not going
14 to keep Connecticut warblers unless we keep those
15 areas, those type of forests in the bottom left and so
16 on.

17 While it's, you know, sort of a first
18 principle type of thing, I think this example perhaps
19 helps bring home to us the importance of keeping that
20 range of all the different types that are out there.
21 And if you wish, you can think about those dots on
22 there as being different parts of the mosaic that we
23 looked at from the air photo.

24 Now, to finish up my wildlife part of
25 things, I'd like to come back to Manitouwadge, an area

1 that I worked in in 1979 to '83, looking at success, at
2 how forests change. Now, the forest ecosystem
3 classification - I should have emphasized - deals only
4 with mature forests, the forest that actually has trees
5 on it. We obviously have all of the stages that
6 forests goes through from the time it's first disturbed
7 by fire, cutting through to it's actually a true
8 forest, all of those stages we call succession, and
9 those also have an important role in determining what
10 lives on the landscape.

11 I would like to perhaps begin that by
12 showing you two slides. This quite obviously is a
13 cut-over. This is a very similar forest type that is
14 also a cut-over, it's just somewhat older, and so when
15 we're thinking about the forest, we quite clearly have
16 to think about that sequence of ages, five years old,
17 10 years old, 20 years old, 40 years old because, as I
18 will show you when we deal with the organisms, the
19 fauna and flora that are associated with it, they
20 change or turn over along with it.

21 I will just present one slide to
22 demonstrate this, and in this slide we're looking again
23 at birds, so perhaps I can focus that slightly. Looks
24 like a terribly intimidating figure but, in fact, it's
25 not at all, there are just a number of graphs put

1 together so that you have the opportunity to compare
2 them.

3 And the way they are set up, the bottom
4 line is ages, so on the extreme lefthand side there
5 where you can see the zero in each one, those are the
6 youngest ages of forest stands. Perhaps it would be
7 best if I point some of this information out to you.

8 It's actually quite simple. In this side
9 of figures we have the youngest stands of age zero, and
10 this side, these stands over here are about 200 years
11 of age. And so all of them have exactly the same axis,
12 and these are just relative numbers. This is a bird
13 called the alder flycatcher, chestnut-sided warbler.
14 The names are not terribly important, what is important
15 is these ones that I call early succession, in fact you
16 can see, are quite concentrated on the lefthand side.
17 By the time the forest is 30 or 40 years of age they've
18 started to drop out, they disappear.

19 There's another group of species that I
20 have called mid-successional species, they in fact
21 occur mostly in the middle as it were, and so they're
22 waiting until there is, in fact, a young forest. We
23 deal with species that are associated in late
24 succession, in fact we see that they're predominantly
25 associated with the righthand side. And another group

1 of species on the bottom, just for interest, that in
2 fact really don't seem to care very much about the age
3 of the forest stand.

4 The only point I wish to make here is the
5 same one that I'm making with the discussion of
6 ecosystems; and, that is, that the components of
7 biodiversity, the items of concern, when we imagine how
8 we might deal with the forest, quite clearly pay
9 attention to the type of stand that is there, is it
10 aspen, is it spruce, is it birch, and they also pay
11 attention to how old it is. Not all of them, obviously
12 some of those on the bottom don't care how old it is,
13 but clearly the ones on the top do. If we wanted to
14 take it the top left the alder alder flycatcher, old
15 forest is not going to do it very much good because it
16 doesn't live there. So this is really sits as
17 background to my recommendations that I make for things
18 to be considered.

19 And I thought I would end with a quote
20 that I find is increasingly being used, wildlife
21 biologists traditionally quote Aldo Leopold. I think
22 it's one that's worth bearing in mind.

23 Perhaps it would be easiest if I could
24 just at this time go right into what I call
25 recommendations. In my witness statement I in fact

1 made six suggestions about things that I thought needed
2 to be considered when we imagine how we might make
3 recommendations for managing the forests of Ontario,
4 and I'll couch each of those in a little bit of the
5 thoughts and logic extinction surrounding it.

6 And so first, if I could have the lights
7 on as well I guess, I have no further slides.

8 MADAM CHAIR: How many did you have, Dr.
9 Welsh, did you have 22 slides?

10 DR. WELSH: I can easily check. Yes.

11 MADAM CHAIR: Thank you.

12 DR. WELSH: If I could give you some of
13 my thoughts on the way we should proceed. First of
14 all, to discuss what I call ecosystem supply, which is
15 a term that could easily be changed in some way, it
16 could be forest stand supply or whatever is convenient.

17 What I'm talking about is in fact
18 distinct functional units as described within the
19 forest ecosystem classifications, aspen stands versus
20 birch stands, young stands versus old stands perhaps.

21 Now, a fundamental part of, I think, all
22 of our present thinking about sustainable development
23 and biodiversity conservation is that we have to make
24 wise use of renewable resources for today's needs while
25 ensuring that all of those resources are conserved in

1 Ontario for future generations.

2 I think while that's a noble goal, I
3 think it makes a lot of us just a little bit uneasy
4 wondering whether, in fact, we can in fact stand up to
5 the test to in fact use it wisely and yet make sure
6 that the cup is always full, as it were.

7 I would argue that if we are ever going
8 to be able to do that, the only way we're going to do
9 it is if we maintain functional ecosystems. If we
10 can't in fact keep the components of the landscape
11 healthy and in tact and functioning, if we disrupt them
12 and degrade them and change them, then it's never going
13 to work.

14 We may have difficulty even if we do try
15 to keep the ecosystem types but I am completely
16 convinced that if we don't try to keep all of the
17 systems that maintain all of the plants and animals and
18 maintain them in a way that's going to continue to
19 function in a system in something like the one they've
20 evolved in, then we really are doomed to failure.

21 I use the 38 ecosystem types in that
22 northwestern classification as an example of types of
23 forest ecosystems. The relationship between forest
24 birds and ecosystems demonstrates, I think clearly,
25 that different species depend on different forest

1 ecosystem types.

2 If we added more bird species, then we
3 could quite clearly have a more compelling case and I
4 could have bored you with 20 or 30 slides showing they
5 use all kinds of different parts. If we added other
6 wildlife to it, then I think I could make an even more
7 compelling case.

8 Now, I think that rather than try to
9 specify individual requirements of all species I
10 believe that a policy should be established to maintain
11 a continuing supply of all forest ecosystem types in
12 perpetuity. I call it ecosystem supply management,
13 should provide the basic landscape template for all of
14 our other activities as their conservation is a
15 fundamental biological basis for sustainability.

16 I believe that that has to be our first
17 order approach to anything that we do and that
18 everything else that happens, forestry practices,
19 wildlife conservation for specific species, all have to
20 be superimposed onto that, that basic system in which
21 we say first and foremost we're going to keep all the
22 pieces and try to maintain them.

23 The second point of ecosystem supply that
24 I wanted to address is the question of the age of the
25 forest, and you'll remember in the data that I showed

1 you from Manitouwadge dealing with successional stages
2 that, in fact, different bird species depend on forest
3 stands of different age.

4 And when we consider forest birds, it's
5 interesting to note that about half of the forest birds
6 in fact live in stands that are less than 50 years of
7 age. If we're thinking about conserving them with all
8 their important role in the control of insect pests and
9 other such things, we have to be able to have young
10 forest stands available to them, otherwise half of them
11 are not going to have a home. I think perhaps it's
12 about as simple as that.

13 Now, unfortunately, the pattern of forest
14 succession in boreal forests is, I think at least,
15 poorly known and we have little data to relate wildlife
16 to succession at this point.

17 I suggest that there are two important
18 steps to deal with that challenge. The first is to
19 recognize the importance of successional stages leading
20 to each of the mature forest ecosystem types, and we
21 can do that by including temporal stages in any
22 ecosystem conservation policies that are developed. So
23 when we talk about what we might to do to conserve
24 ecosystems, we have to think about all the stages that
25 lead to their existence.

1 I think as well we should require the
2 inclusion of successional stages in all forest
3 ecosystem classifications, or if we don't require the
4 inclusion, we should at least set about creating
5 information on the successional stages.

6 Our ultimate goal should be to recognize
7 the full range of developing and mature ecosystems in
8 the landscape in an integrated system for all of
9 Ontario, and that Ontario ecosystem classification
10 should be hierarchic, it should have different layers
11 of scale that it can deal with so that it can relate to
12 national systems. I think this is quite important to
13 manage a system which can effectively classify and deal
14 with all the forest types and their successional
15 stages.

16 I would like to talk a little about
17 landscape pattern. The natural landscape I think
18 provides a basic very conservative pattern for the
19 temporal and spacial arrangement of landscapes. While
20 it's easy to imagine that we could make some other
21 ones, I think creating artificial and different
22 man-made systems is ecologically dangerous.

23 All boreal plants, animals have evolved
24 and are living in a system driven by the present
25 biological processes and the present disturbance

1 regime. If we start changing that dramatically, then I
2 think we run enormous risks based on the inadequate
3 information that we have about the consequences of
4 changes right now.

5 I think extreme caution must be exercised
6 to avoid mistakes because they do take a long time to
7 correct if we can repair them at all. And, as well,
8 I'm particularly concerned with the wide-spread popular
9 concern about forest landscapes that we also guard
10 particularly against well intentioned mistakes
11 resulting from inadequate understanding of boreal
12 ecosystems, and I think that this will become obvious
13 in some of my next recommendations.

14 The figures depicting fire and cutting in
15 Manitouwadge clearly show that a relatively
16 large-scale, coarse grain pattern resulting from
17 natural fires and the size of cut blocks in any year
18 are small in comparison. A range of many, perhaps most
19 forest ecosystem types, exists within each of the large
20 fire areas and all the ecosystems within one of those
21 patches are the same age.

22 If you think back to my first slide and
23 think of the purple or the lime green areas, each of
24 those is of one age. For example, the light blue is
25 1830 when the area was very extensively burned. Within

1 that 1830 area you would find most, if not all, of the
2 38 forest ecosystem types, but they would all be of the
3 same age.

4 That pattern of large disturbance areas
5 containing many forest ecosystems or stands is a
6 characteristic of the boreal forest. The individual
7 stands there developed based on the characteristics of
8 the site, as I said earlier, its soil and other aspects
9 and the history, exactly how intense a fire was it, did
10 it burn it right through to mineral soil, or was it
11 just a quick passing one that left the duff in tact.
12 So history obviously has some effect.

13 Now, I think that contemporary concern
14 about clearcut size, in my mind, is largely misplace,
15 as the problems I believe are much more likely to
16 result from trying to simplify ecosystem patterns than
17 from actually making large cut-overs.

18 I think it's far more dangerous to think
19 about altering and changing all of the stands in an
20 area to be dominated by black spruce or dominated by
21 jack pine than it is to worry about the age at any
22 particular point in time.

23 I think particularly it's important not
24 to have what I call a cookbook approach to managing
25 cutting. Small minimum clearcut size will result from

1 artificial regulations -- or result in a system that
2 has little resemblance to natural systems, and I think
3 most seriously it would result in putting together in
4 an unplanned experiment the plants and animals from a
5 whole range of stages that are normally separate.

6 That is perhaps worth elaborating on a
7 little bit. But if we imagine one of those lime green
8 patches that was fairly large, several thousand square
9 kilometres or hectares, perhaps up to a hundred, 500
10 square kilometres.

11 In the extreme case, all of them are the
12 same age and all of the plants and animals have evolved
13 in that competitive balance and when we start putting
14 stands of different ages together, especially if
15 they're relatively small, then in fact they're
16 interacting in a way that they have not normally
17 interacted, and I think that that should be viewed as a
18 rather extreme experiment.

19 Consequences of such competition in the
20 new artificial landscape I think could be disastrous
21 for many species, particularly those that require large
22 even-aged forest stands.

23 Now, to avoid such problems clearcuts
24 should be made in a range of sizes to emulate natural
25 disturbance patches. I mention although really large

1 ones wouldn't be necessarily there for practical
2 reasons. Within clearcut disturbance patches forest
3 ecosystems should be regenerated in a size and pattern
4 emulating natural systems.

5 There's no single optimum size for
6 clearcuts and it's important to remember that no future
7 forest of uniform age can be bigger than the largest
8 cut.

9 And as well, research is urgently needed
10 to compare the function and productivity of natural
11 versus artificial man-made forest ecosystems. In
12 particular, attention needs to be addressed to the role
13 of residual unburned stands, fire-free reserves; that
14 is, the wood that's normally left behind, the stands
15 that are left behind during a fire and to standing and
16 fallen dead material, all of which are largely missing
17 in cut-overs.

18 The reason I stress this is that if we,
19 in fact, are going to have man take an increasingly
20 active role as major disturbance means of maintaining
21 the boreal forest, then we desperately need to know
22 just how well we're doing that, are man-made forests
23 really the same as natural forests. If they're in fact
24 different, we may well be able to modify what we do and
25 thereby change and manage much more effectively.

1 My last recommendation points out the
2 fact that although the boreal <RAL> is largely
3 catastrophic, not all forests come by -- into being as
4 a result of catastrophic disturbance, and in order to
5 maintain a continuing supply of forest ecosystems types
6 we will have to develop specific silvicultural methods
7 to allow the perpetuation of all forest ecosystems.

8 I believe that ecosystems that cannot be
9 regenerated should not normally be cut. Reasonably
10 straightforward. I think we're going to change it and
11 do away with it, then perhaps we shouldn't cut it at
12 all.

13 Such silvicultural tools that we would
14 use as special methods would include changing our
15 cutting intensity, perhaps maybe single tree removal,
16 light selection; in other words, looking at some
17 alternatives to intensive clearcuts. And I think that
18 as a final part of that recommendation that we have to
19 give serious consideration to stratifying the land base
20 into zones for intensive and extensive management.

21 That's an overview of my witness
22 statement.

23 MADAM CHAIR: Thank you very much, Dr.
24 Welsh.

25 Will be there any questions for Dr.

1 Welsh?

2 MR. LINDGREN: Yes, Madam Chair.

3 MADAM CHAIR: Mr. Lindgren?

4 MR. LINDGREN: A few brief questions.

5 CROSS-EXAMINATION BY MR. LINDGREN:

6 Q. Mr. Welsh, my name is Richard
7 Lindgren, I'm appearing as counsel for Forests for
8 Tomorrow.

9 I have listened to your evidence
10 carefully, we believe it to be totally consistent with
11 our approach, but I want to ask you a few questions to
12 make sure that is the case.

13 First of all, can I ask you this: For
14 the purposes of maintaining biodiversity, I believe
15 that you have advocated that there should be a range of
16 cut sizes and age-classes within the boreal forest; is
17 that correct?

18 A. Yes, that's correct.

19 Q. And I take it that you haven't had an
20 opportunity to read Forests for Tomorrow terms and
21 conditions?

22 A. Not in sufficient detail to comment
23 on them.

24 Q. And I'm not intending to ask you to
25 endorse or to comment upon any particular provision,

1 but I would like to suggest to you that the intent of
2 the FFT terms and conditions are to provide for a mix
3 of small cuts and large cuts and a mix of age-classes
4 and so forth.

5 And, in particular, on the issue of large
6 cuts, there is provision that would enable a forester
7 to undertake large clearcuts if there was an ecological
8 or biological need for it.

9 So that if a particular wildlife species
10 needed a large area of similar age-class, that can be
11 done under the FFT terms and conditions.

12 And the overall intent is to take the
13 landscape approach and to simulate or be guided by
14 natural processes and natural dynamics.

15 And again without asking you to endorse
16 any particular provision, does that sound like a
17 reasonable approach to you?

18 A. I think in my mind the important
19 thing to think about when we think about large area
20 disturbance patches is to be sure that we don't divorce
21 that large area concern from recognizing that in the
22 natural situation that large disturbance patch would be
23 regenerated by a large number of different forest
24 ecosystem types.

25 I'm not in any way suggesting or

1 sanctifying large scale clearcuts, we try to in fact
2 then dramatically force into a new template to grow
3 just one type of tree and, in fact, in the natural
4 circumstance large disturbance patches, because of the
5 site characteristics, because of history would come
6 back into a range of different forest ecosystems, those
7 38 ecosystem types might well all grow in one forest
8 burn area one very large one.

9 And so the diversity within the landscape
10 in the boreal is traditionally maintained by
11 differences between sites not by age as much.

12 The age patches tend to be very large.
13 If we imagine, as I suggested earlier, a quilt, you can
14 imagine large patches with smaller patches within them.
15 The smaller patches are the forest site types.

16 So I think it's extremely important when
17 we think about this concept to make sure that we do
18 link those two thoughts.

19 Initially it's a little bit
20 counterintuitive to say: Well, we need bigger cuts,
21 but what I'm really suggesting - and apparently you
22 have suggested the same thing - is that there's nothing
23 per se wrong with large area being disturbed at the
24 same time, as long as we maintain the natural diversity
25 within the forest of all those site types, and it is

1 important when we think about disturbances to think
2 about the age of the disturbances.

3 I think I cautioned a little bit about
4 the problems of changing competition patterns. I think
5 a real problem we have in the boreal quite often is
6 successively building cut upon cut in some sort of a
7 sequential way, cutting five or 10,000 hectares and
8 then adding another piece to it the next year and
9 another piece to it the next year, so that we are
10 continually chewing away at it and I personally think
11 that that's likely to give us problems and it is a very
12 unnatural one. So the general guidance I'm suggesting
13 is that we should use the natural landscape as a model
14 to some extent.

15 Q. So if I understand your answer then,
16 you would have no objection to a provision in this
17 Board's order that would allow large clearcuts to be
18 undertaken if there is a biological or ecological need
19 for it, or a particular wildlife species needs a large
20 area of similar age-class?

21 A. More strongly than that, I think that
22 given what we now know about the boreal it's essential
23 that we recognize the need for large forest stands.

24 If you imagine jack pine - and many
25 people suggested small clearcut sizes in the order of

1 40, 50 hectares, you see other jurisdictions that are
2 down to 10 and 20 hectares - many species that
3 associate with the boreal jack pine in fact have
4 relatively large territories, I'm speaking just of
5 birds now, so that in 20 or 30-hectare stands they
6 couldn't even begin to set up a few territories,
7 they're probably quite likely to be unable to exist, at
8 least to reproduce correctly and have sustainable
9 population.

10 Jack pine regularly occurs over very
11 large extents following fire. So it seems to me that
12 if we're going to try to manage the integrity of the
13 boreal, then we have to allow that type of disturbance
14 to take place.

15 MADAM CHAIR: Excuse me, Mr. Lindgren,
16 could you remind the Board what clearcut limit size
17 your client was asking for jack pine?

18 MR. LINDGREN: Funny you should ask. In
19 condition No. 29 we have indicated that clearcutting
20 can occur up to a hundred hectares depending on site,
21 but we built in an exception for biological purposes
22 and you'll find that in Section 32; namely, you can
23 exceed that guideline - and we're calling them
24 guidelines, Madam Chair - if an ecologist determines
25 that a larger area is needed or necessary for a

1 particular wildlife species.

2 DR. WELSH: You see, I realize that what
3 you're suggesting is mostly quite compatible with my
4 perspective, except that it would seem to me that if we
5 take an approach that we have to look for wildlife
6 species that give us exceptions to do something
7 different than the rule, then the rule should try to
8 keep the system as natural as it is -- as natural as it
9 can be.

10 So my own approach for any given
11 management area would, in fact, be to try to look at
12 the normal fire disturbance and to look at the normal
13 stands size and competition and try to emulate that.
14 That's going to be very different in Kenora than it is
15 in Temagami.

16 So there will have to be a different set
17 of approaches because those forest regions are quite
18 different from each other. I don't see it as being
19 something that you will ever know absolutely and
20 precisely.

21 We will know the general bounds within an
22 area. We might well have in mind, you know, 10 or 20
23 or perhaps even, you know, a different of guidelines
24 for each FMA that say: Well, this is what this area
25 looks like and it generally tended to have fires this

1 size and this is its age distribution and this is the
2 stand type.

3 If we look at jack pine in Kenora, say,
4 or Ignace and places like that, the jack pine stands
5 are huge. We look at them in Chapleau, they're
6 relatively small.

7 So rather than push for a single
8 guideline that would deal with all of those things, I
9 tend to prefer the approach which says that we look to
10 the system within the area to provide our guidance, and
11 I recognize that seems initially to be a little bit
12 more complex, but I don't think it need to be.

13 MR. LINDGREN: And I'm not sure that's
14 inconsistent with our view either, Madam Chair, quite
15 frankly, because we have put in quite detailed
16 provisions on the need to implement the landscape
17 approach.

18 Q. And, Dr. Welsh, I'm not going to take
19 you to that provision, but it's there and it's been
20 referred to and there you will find very clearly a
21 statement that FFT wants the MNR to maintain and
22 perpetuate in perpetuity all ecosystems and ecosystems
23 types.

24 Now, just a few final questions, Dr.
25 Welsh. And on the issue of large clearcuts, can we

1 agree that large clearcuts should normally only be
2 undertaken where regeneration is going to bring back a
3 proper or satisfactory mix of vegetation and so forth.
4 Can we agree on that?

5 A. Sure. It seems to me to be beyond
6 contention.

7 MADAM CHAIR: Excuse me. Does that also
8 apply in your recommendation 6 where you suggest
9 stratification into intensive management zones as well?

10 DR. WELSH: Well, I think what Mr.
11 Lindgren said is: Do I agree that we shouldn't in fact
12 cut down the forest if we can't regenerate it, and
13 whether --

14 MADAM CHAIR: If you can't regenerate it
15 to the stands that exist, but in intensive forestry
16 would you see stand conversion as being a possibility?

17 DR. WELSH: I think it would have to be
18 and that was, in fact, why I suggested we would have to
19 recommend that.

20 I think that we cannot afford, either
21 economically or ecologically, to try to manage at a
22 moderately intensive rate over all the landscape. We
23 all are aware of the fact that the resources are not
24 particularly well positioned relative to our
25 distribution of people and so it seems to me to make a

1 lot of sense to put our maximum efforts into production
2 forests on some areas where they're going to be most
3 convenient and economically useable and I see nothing
4 wrong with changing the type of stand there, we're
5 essentially farming trees in that case for our own use
6 and I didn't intend to imply that those should be of
7 the same sort that grew there.

8 My vision would have probably relatively
9 small areas that were intensively managed, putting a
10 lot of effort into maximizing production of specialized
11 products that we thought would do us a lot of good, and
12 over much of the landscape we would then practise much
13 less human intervention involvement.

14 And those are the ones I'm speaking of
15 when I say that they should be regenerated along the
16 guidelines of natural ecosystems. Is that clear?

17 MR. LINDGREN: Thank you, Madam Chair. I
18 would point out that's Mr. Merek's view as well.

19 Q. Now, Dr. Welsh, you did make the
20 statement that the ecosystem types that cannot be
21 regenerated should normally not be cut.

22 And so I take it by that you're meaning
23 that silviculture considerations should play an
24 important role in determining where you cut, how you
25 cut, the shape of the cut and so forth?

1 A. Largely I suppose ecological logic
2 brought forward, but the emphasis that I wanted to make
3 was that although that I had mentioned throughout that
4 catastrophic disturbance was a part of most of the
5 stands, that some of the stands in fact have not
6 developed as a result of disturbances that killed all
7 of the trees, in fact, we do have uneven-aged stands in
8 the forest.

9 Some of our white pine, pure white pine
10 and white pine mixed woods, for example, have an
11 uneven-aged structure; when a fire goes through those
12 areas not all of the trees are killed, and it would, of
13 course, be quite inappropriate to suggest catastrophic
14 disturbance.

15 In that case we might in fact need to go
16 in and rather gently manipulate them, take some trees
17 out, try to mimic fire in some way and have
18 regeneration in order to perpetuate them.

19 Uneven-aged upland black spruce is
20 another example where we have, in fact, still some
21 remaining very old black spruce stands that are uneven
22 in age and if we want to keep them those around, then
23 we're going to have to do something other than clearcut
24 them.

25 So what I'm suggesting is consistent with

1 the goal of sustaining the ecosystem types. I was just
2 pointing out that while we may well be able to do
3 rather catastrophic types of disturbance for much of
4 the boreal, there are going to be forest stand types
5 that we're going to have to care for, and until we know
6 how to do that, we probably shouldn't go around cutting
7 them down because we could easily lose them.

8 Q. Just so I understand it correctly, if
9 a forester has silvicultural concerns about his or her
10 ability to regenerate a particular ecosystem after
11 clearcutting or large area clearcutting, then the
12 forester normally should look at other cutting
13 practices or maybe even other sites. Is that what
14 you're saying?

15 A. Yeah, that seems to me to make only,
16 you know, very basic common sense, if we're interested
17 in biodiversity conservation. How can we eliminate a
18 whole forest cover type from township after township,
19 not be able to replace it and say we're being
20 environmentally responsible. And that just seems to be
21 counterintuitive to me, so...

22 Q. And finally, on the issue of
23 biological diversity, you've indicated that you've had
24 some experience with moose and I take it that you're
25 are familiar with the moose habitat guidelines?

1 A. Yes, I am.

2 Q. Can I ask you this: Will simply
3 using the moose habitat guidelines and using moose as a
4 featured species be enough, in and itself, to ensure
5 the maintenance and protection of biological diversity?

6 A. In one word, no.

7 Q. And why not?

8 A. I will pick up on the word that you
9 said, ensure. The moose is an early seral species,
10 lives in young forest by and large, it has some
11 requirements for older forest for cover later in the
12 winter, but the guidelines as they're presently written
13 don't clearly enough specify the types of forest stands
14 that need to be maintained in order to conserve moose
15 habitat.

16 So there are a range of possibilities
17 that the land manager can have in applying moose
18 guidelines. So you might well get most of what you
19 wanted, but you might get nothing of what you wanted
20 relative to my guidelines. You might protect two or
21 three ecosystem types or you might protect 20 or 30 of
22 them. There's, within the moose habitat guidelines, no
23 specific prescription that relates to ecosystem
24 conservation.

25 So, by chance, you might do quite well

1 but also, in other circumstances, you could do rather
2 poorly relative to the broader goal, and it's that
3 element of uncertainty that makes me uneasy about using
4 that type of guideline. It's far too unsure a process.
5 Biodiversity conservation would, at least in my mind,
6 be a byproduct of moose management and as a byproduct
7 it's somewhat uncertain.

8 Q. And is that why you have advocated
9 that biological diversity should operate as -- you
10 described it as a first order goal or objective?

11 A. That's correct. I believe very
12 strongly that when we kind of back off a little bit and
13 look at what our challenge is, this idea of trying to
14 sustain that forest in perpetuity we really have to
15 think about what is it that we have to do first, and it
16 seems to me that with the exception of areas that you
17 might want to farm intensively in one way or another,
18 what we have to do over most of that is try to keep the
19 ecosystems functioning, keep the basic land process
20 going on to sustain all the plants and animals that are
21 there.

22 That is wise use of the land. And the
23 way to do that, in my mind, is to set about doing that
24 first, and then to see how we can fit other things into
25 our plan afterwards.

1 So I wouldn't set about deciding what
2 trees I wanted to cut down and then add conservation
3 afterwards, nor would I set about trying to figure out
4 how to farm moose best and then add other things
5 afterwards. I would rather say: Well, overall I want
6 to make sure that I keep a supply of all the ecosystem
7 types and use that as my first basic principles and
8 then add all of the other things on to it afterwards.

9 So that's what I call a first order
10 activity. It becomes not a specific thing that you do
11 but rather a basic process and you're ongoing process
12 is conservation.

13 MR. LINDGREN: Well, thank you, Dr.
14 Welsh. Thank you, Madam Chair. Those are my
15 questions.

16 MADAM CHAIR: Thank you, Mr. Lindgren.
17 Any other questions for Dr. Welsh?

18 Mr. O'Leary?

19 MR. O'LEARY: No, Madam Chair.

20 MADAM CHAIR: Ms. Blastorah?

21 MS. BLASTORAH: I have a few questions,
22 Dr. Welsh.

23 CROSS-EXAMINATION BY MS. BLASTORAH:

24 Q. You indicated in response to a
25 question from Mr. Lindgren that you had no objection to

1 a provision allowing for large cuts, but if I
2 understood you correctly your response was that you saw
3 it not as something that should be allowed as an
4 exception.

5 In other words, if a rule is in place
6 that restricts your ability to produce large patches on
7 a landscape where appropriate, those situations where
8 you can rationalize them based on the requirements of
9 individual species, that you would see that as perhaps
10 not the most appropriate approach to take to producing
11 appropriate patterns on the landscape. Did I
12 understand you correctly?

13 A. Yes. It becomes a little bit
14 difficult but perhaps if we were to think of a
15 guideline of, let's say, a hundred hectares, and we
16 were to imagine forest stands in the Dryden area, a
17 large portion of those individual stands in that area
18 might well normally be much larger than that guideline
19 would suggest, so most of the forest stands that you
20 would want to regenerate would be would be what I
21 suggest would, in fact, be exceeding the guideline, and
22 what I'm suggesting, rather than having a specific size
23 guideline, is that we use the normal disturbance regime
24 within the landscape to, in fact, provide some
25 guidance.

1 And the two things that are in the
2 landscape that are going to give us some guidance are
3 the need and range and size of stands, be it black
4 spruce or balsam fir, mixed wood or whatever, and they
5 will certainly be different for different stand types
6 and the age of the disturbance pattern. So the size of
7 and age of disturbance.

8 So that, you know, if fires in an area
9 normally have a distribution which regularly had fires
10 of a thousand or 2,000 hectares, then it seems to me to
11 be artificial to say it should never be larger than a
12 hundred hectares.

13 And the main concern that I have there is
14 that once you say a 50-hectare cut, then a stand that
15 you regenerate there can never be any larger than that.
16 And so if you're trying to deal with wildlife species,
17 for example, that might have home range requirements of
18 several hundred or even thousands of hectares, they
19 obviously are not going to find a large enough home
20 there.

21 And so that's the problem. So I think
22 it's preferable to approach it from the other
23 direction.

24 Q. So would you agree that rules which
25 have the effect of inhibiting your ability to manage

1 consistent with historical landscape patterns are, in
2 fact, not helpful and could be dangerous?

3 A. You said they would not be helpful
4 and could be dangerous? Yeah, from a point of view of
5 ecosystem sustainability to the extent that they can
6 constrain your ability to sustain ecosystems, then they
7 obviously would not be helpful.

8 Q. And I'm thinking, when I asked that
9 question, about your comments in your witness statement
10 where you say extreme caution must be exercised to
11 avoid essentially well intentioned efforts?

12 A. Sure. I think perhaps this is worth
13 elaborating on a little bit, because certainly the
14 clearcut size consideration is something we all think a
15 great deal about right now, and I would like to -- we
16 sort of try to imagine from a national perspective a
17 lot of our present public knowledge about clearcut size
18 I believe stems from popularized information about
19 what's happening in west coast forests.

20 And there are a lot of west coast forests
21 in which people have been trying to get smaller and
22 smaller clearcut sizes. I would argue that in some of
23 the temperate rain forests on the west coast that no
24 clearcut size is appropriate because those forests
25 probably shouldn't be clearcut, and we've seen a lot of

1 people lobbying very strongly to get clearcut size
2 reduced because that's what has to be done there to, in
3 fact, try to sustain those forest ecosystems.

4 And I would argue any clearcut size there
5 is nonsense, because you really can't regenerate those
6 forests in a natural way and have clearcuts.

7 Equally, you can't use uneven-aged forest
8 harvesting in a jack pine forest in Ignace or a
9 clearcut of 20 or 30 or 40 hectares and regenerate the
10 landscape because that's not the way that landscape
11 works.

12 And the only point I want to make is we
13 have to understand the landscape. We have to do
14 -something different when we're working north of Sault
15 Ste. Marie from what we do at Ignace, let alone we
16 can't do the same thing on Vancouver Island that we do
17 in Ontario, and I think that's the point.

18 And what we have to do is to try to help
19 each other to understand what the differences are. I
20 mean -- and I think white pine is another classic
21 example where, you know, in many cases for some of our
22 remaining white pine stands we may well need to disturb
23 them somewhat in order to have some regeneration and
24 yet cutting down any trees in those last remaining
25 stands is not very intelligent to some peoples' mind

1 and we have to really try to understand that.

2 And those are tough processes I guess.
3 They don't make them any less sensible ecologically.

4 MR. MARTEL: How long are we from being
5 in a position, I asked your predecessor here, your
6 colleague this morning to develop the knowledge needed
7 to go out there and do the cutting in the way you
8 described in the patterns and sizes you've described.
9 Are we ready to do that now?

10 DR. WELSH: Yes, I think we could -- I
11 think in most of the areas of the province that I'm
12 familiar with we could start tomorrow, and I say that
13 with the qualification that it would have to be done
14 with the an open mind and we would have to be prepared
15 to change our ways and learn, but we're ready to start
16 now.

17 MR. MARTEL: But...

18 DR. WELSH: In other words, we'll always
19 have to learn more, but we know enough now to do much,
20 much better than we are doing.

21 MR. MARTEL: Yes, but we heard a lot of
22 outcry about some of the cuts west of Thunder Bay which
23 are large jack pine cuts, or south of Dryden or the
24 area the size of PEI, and you read that one, and we
25 heard it here, but those in many instances were massive

1 similar type forests well beyond a hundred hectares or
2 200 hectares or 300.

3 I mean, you can still go out there and
4 see them as you fly, and you can see them for miles,
5 but people would go absolutely bonkers if you said to
6 them and we're going out there and we're going to cut
7 5,000 hectares.

8 DR. WELSH: I really --

9 MR. MARTEL: And using your idea, no
10 constraint, just following the natural patterns and
11 age. We would really have difficulty selling that
12 concept, I think.

13 DR. WELSH: I think the emphasis of what
14 -I've been suggesting is to follow a natural age-class
15 distribution and size distribution, and I contend that
16 the areas that you're describing, in fact, the age
17 distribution is not natural and, in fact, if we were to
18 look at age-class distribution and size distribution
19 it's, in fact, quite different from what we would find
20 naturally, and so...

21 MR. MARTEL: Now.

22 DR. WELSH: Now.

23 MR. MARTEL: But previously.

24 DR. WELSH: As a result of what we have
25 done to the landscape.

1 MR. MARTEL: All right.

2 DR. WELSH: It looks quite different than
3 it would look if we followed the approach that I'm
4 suggesting. And, in fact, what we find is, as you
5 mentioned, is a continuous linking of contiguous
6 clearcuts and on top of that, in many cases, the
7 removal of older bits within those stands in a way
8 that's quite different than that landscape would have
9 looked before harvesting.

10 So I don't think that is natural and I
11 think --

12 MR. MARTEL: Let's go to the areas that
13 aren't cut yet, just to be the devil's advocate. Let
14 us go up to where Reed Paper used to own some of it and
15 there's a lot there that still isn't touched.

16 I would venture to say that if you were
17 in there to cut tomorrow and started there would be --
18 with massive cuts in those areas of the same size,
19 there would be an uproar like you couldn't recall
20 having occurred in the past with respect to cuts. I
21 just -- that would happen, I'm convinced. Maybe I
22 would be wrong.

23 DR. WELSH: Sure.

24 MR. MARTEL: It would be a pleasant
25 surprise, but I don't think that would be the case, And

1 I just don't know how you change all of the thinking
2 that's been going on out there.

3 I mean, the witnesses that we heard at
4 this hearing in each place argued that the cuts were
5 too big, the owners, as we've heard from various groups
6 saying the owners have a right to determine and the MNR
7 has a mandate to manage on behalf of the owners, but
8 some of the very people who might advocate landscape
9 management on the other hand would be out there
10 screaming as loudly as anybody else that the cut was
11 too big. I don't know how you sell that idea.

12 DR. WELSH: Do you want me to respond to
13 that?

14 MR. MARTEL: Yes. Help us.

15 DR. WELSH: I guess when we are unsure we
16 should always be cautious and go slowly, but I would
17 argue that a fundamental difference in what I'm
18 suggesting is first and foremost that we have a plan, a
19 first order plan for ecological sustainability.

20 That, in fact, what I'm suggesting is
21 that we identify the characteristics of the landscape
22 and its ecosystems first and foremost and that we plan
23 for that in perpetuity, and that's a very distinct
24 departure from the normal first order approach that has
25 led us in the past which has been largely timber

1 supply.

2 So, first of all, I think the
3 identification of the plan for ecological
4 sustainability and continuing supply is important. If
5 we could in fact demonstrate that the disturbance
6 practices that we were using were resulting in forests
7 that were very much like, or the same as ones that
8 would occur naturally and that we were continuing to
9 sustain all of those forest types; in other words, we
10 said there were 38 forest types here initially, this
11 was their age structure and this is their size, and
12 look in my plan we are still just turning over the land
13 in the same way, and first and foremost I'm planning
14 for conservation, then I think that you would have the
15 start of an argument that people might begin to
16 understand and accept.

17 In the absence of that, you haven't got a
18 hope in hell of selling it - excuse me - so I agree
19 with you, but I do think it's a hard sell but I don't
20 think it's an impossible sell.

21 MR. MARTEL: Let me go back to my initial
22 question then, because you said we need the plan. The
23 plan isn't in place, so could we start cutting tomorrow
24 in the way you suggest? All the pieces have to fit in
25 place and if you take one piece out of the jigsaw

1 puzzle you could be in trouble.

2 DR. WELSH: Yeah. Well, I guess the
3 first thing we need is some sort of policy, you know,
4 the big goal that we all believe that that's what we
5 want to do, and I suspect that not everybody would
6 necessarily agree with what I say is the most important
7 thing to do, my concepts of sustainability might not.

8 But if we did in fact have a policy that
9 said that we believed in biodiversity conservation and
10 continuing supply of ecosystems, we could then set
11 about putting plans in place on individual FMAs to work
12 towards that, and that's the important part of what we
13 would have to do.

14 If such a policy existed right now, then
15 in a number of areas of the province that I'm familiar
16 with there are foresters both within the Ministry and
17 in industry that could set about starting to put a plan
18 together.

19 The first couple of years might be
20 imperfect. I think what we don't have right now is any
21 policy which identifies these things as being the most
22 important. We haven't set about, in fact, saying that
23 in order to be environmentally responsible for the
24 world we want to, in fact, have ecosystems in
25 perpetuity of the type we describe, we haven't said

1 that we want to practise biodiversity conservation.

2 If we accepted that as a basic set of
3 guiding principles, a basic code of conduct that said:
4 Okay, the first order that's what we're going to do.
5 What I'm saying is there are a lot of people out there
6 who right away could start working towards it, and I
7 would think that most of them probably wouldn't go for
8 large, large cuts right away.

9 We're looking at a range, but what is
10 important is that we would not be pushing for
11 50-hectare cuts everywhere when, in fact, that was
12 inappropriate to meeting our ends.

13 And that was the point I really wanted to
14 make, is that we can -- we're dammed on both ends. If
15 we argue and regulate so that the cuts are too small
16 we're going to run into trouble; and, obviously, if we
17 just, you know, cut willy-nilly with no controls we're
18 going to run into trouble.

19 So have a policy that says what it is we
20 would like to have and then some specific plans and try
21 to be little bit moderate.

22 I'm not arguing that we need
23 10,000-hectare cuts, I am arguing that 100 and 500 and
24 1000-hectare ones may well be necessary in a lot of
25 cases. And I don't think it will be easy, but I do

1 think it's possible.

2 MS. BLASTORAH: Q. Dr. Welsh, just
3 following up on that briefly. You did say in response
4 to -- I believe it was in response to Mr. Martel, that
5 you could go out and start doing this, begin to do
6 something in this vein tomorrow, I think was your word.

7 Am I correct from the exchange that's
8 just taken place that what you meant by that was that
9 at the management unit level you could go out and begin
10 to introduce the kind of thinking of patch size and so
11 on into making determinations about cut distribution,
12 cut size. Is that what you were thinking about?

13 A. Yes, that's right.

14 Q. And am I correct when you said that
15 we would have to gain more knowledge and we would gain
16 more knowledge over time, that that would be things
17 like adding the successional stages to the FEC types
18 and developing a hierarchical ecological land
19 classification covering more than just mature forest
20 types.

21 Was that the kind of thing you were
22 thinking about?

23 A. Those are two very good examples.
24 Obviously since the classification is presently
25 incomplete and the stages leading to some of the mature

1 types aren't really as well known as they should be, we
2 need to do more work on succession. And, equally, if
3 we wanted to think about the scales, we would need to
4 do more work on the hierarchy.

5 So there are a number of things which
6 would have to be done to try to make our approach more
7 perfect, but what I was suggesting was that we did know
8 enough right now to start doing things differently, and
9 I think to start doing them much better.

10 Q. And the kind of more sophisticated,
11 if I can use that term, management for ecosystem types
12 at the landscape level that one could do once a
13 full-blown hierarchical ecological land classification
14 -system was in place would be different than what you
15 could do going out tomorrow to start to think about
16 this?

17 A. I think that forest land management
18 is always going to be evolving and adapting as our
19 knowledge expands, so it's not just waiting for a
20 single thing to happen, it was more a general caution
21 that we're going to have difficulty in inventing the
22 perfect vehicle first try and, therefore, it would have
23 to be adaptive.

24 You know, our first steps might in fact
25 not be perfect and we would have to change them.

1 Certainly some of the things that we know would change
2 would be the development of a better integrated
3 classification across the province. But my caution
4 about them changing was more just a fact that when you
5 try anything new we can expect to have to be able to
6 change, and it is important to recognize this in land
7 management. It seems to me that it's an area that we
8 have a lot of difficulty.

9 And if we're trying to manage our own
10 vegetable garden or our own back 40, then we all
11 readily accept that we may change our mind. We will
12 try something and we'll see how it works and we can
13 probably articulate our goals quite well and say what
14 it is we want to get out of it, but when we think about
15 public land it seems to me that sometimes we probably,
16 rather unfairly, look for policies which are going to
17 tell us before we've tried them that this is the policy
18 that we're going to have forever.

19 And I was just generally thinking that,
20 you know, the first policy that the very best managers
21 and biologists and foresters in the province would come
22 up with probably would need a little bit of changing as
23 we went on. That was more of what I was thinking, but
24 you're quite right, there are some specific things we
25 would have to do.

1 Q. So that flexibility, that ability to
2 change and adapt as more information is gained is
3 important?

4 A. I think the basic principles which I
5 see essentially as a code of conduct as people are not
6 very flexible. I think we either bite the bullet and
7 say, you know, we're signing on on basic principles
8 about what we believe in, which I believe is the
9 underlying tentative definition of biological
10 conservation, that we're going to try to use things for
11 the well-being for all of us but we're going to try to
12 maintain them in perpetuity.

13 That I think we all have to buy into in
14 principle. I don't think that should be very flexible.
15 The details further down the line of how you do that,
16 they're going to be flexible, they have to be flexible
17 because somebody's going to invent something five years
18 from now that's different; you know, we're going to
19 find a better way of doing things.

20 MR. MARTEL: Well, we've been at it now
21 four years and we've sent the parties to negotiate on
22 two lengthy occasions and it sounds very nice but I
23 have a book that shows the Illing negotiations which
24 was the second set, and I outlined those things in red
25 that we couldn't get agreement on and those that they

1 had agreement I left in white, and the book is
2 literally Mao's little red handbook, it is just totally
3 red because it's very difficult to get agreement on
4 these things.

5 As I sit here, the perception I have
6 after negotiations, after four years of evidence, we're
7 still miles apart on everything almost and that's
8 what's frustrating because there seems to be no ability
9 to get agreement because there doesn't seem to be the
10 flexibility there that people are prepared to move and
11 adapt as we go along, starting from a whole new set of
12 principles that have been put out.

13 And I just don't know how you reach that
14 sort of agreement with that sort of ease that we've
15 heard from you and your colleagues this morning.

16 DR. WELSH: Well, what I was trying to do
17 is just give some ideas, some perspective of a wildlife
18 ecologist about, you know, what we need to be thinking
19 about in order to conserve wildlife and biodiversity.
20 And having worked in the province for 15 years with a
21 lot of colleagues and friends from forestry and
22 wildlife I've, you know, sat around a few tables where
23 we didn't reach unanimity right away.

24 MR. MARTEL: You saw that you were
25 2,000 - one more number we'll be able to play bingo,

1 there will be five numbers - 2243 or 4 you are, so
2 we're doing well.

3 MADAM CHAIR: Are you finished?

4 MR. MARTEL: I'm finished.

5 MADAM CHAIR: Ms. Blastorah?

6 MS. BLASTORAH: I have a couple of more
7 brief questions, Madam Chair. I will try to finish up
8 quickly.

9 Q. Just following up on another area
10 that was touched on by Mr. Lindgren, he asked you about
11 the application of the moose habitat guidelines, and in
12 you indicated -- I think you indicated you are
13 familiar.

14 Am I correct that you do not feel that
15 managing for individual species is necessarily
16 inconsistent with managing for ecosystem conservation,
17 but that the management for habitat for individual
18 species should be done in a way that is consistent with
19 the biodiversity objectives, if I can put it that way?

20 A. Yeah. I'm glad you brought that up.
21 I wasn't -- intentionally in my witness statement I
22 wasn't trying to present a manual of how you would do
23 things, but rather arguing what I thought were the
24 first order of the basics.

25 You couldn't or unlikely to sustain a

1 number of species by doing what alone. I think for
2 some rare, threatenend or endangered species or things
3 that have very specified requirements or indeed need
4 large areas, you may well need to do what I call top
5 down management, you may have to add some layers for
6 some species because they have very specialized
7 requirements, and because they're already rare or
8 threatened in some way, we wouldn't want to take our
9 chances with them and, you know, we might intervene
10 rather specially to do that.

11 Moose doesn't fit into my concept of very
12 threatened or endangered just yet, so it probably isn't
13 one that I would necessarily apply top down management
14 -on, although if we identified a specific need to
15 produce that for hunting purposes or anything else, and
16 that was identified as being, you know, in the common
17 good, there's no reason that you wouldn't do that, as
18 long as it didn't conflict with the basic biological
19 conservation or practice.

20 So there are lots of ways you could do
21 things. I see no a priori reason that you couldn't
22 meet my requirements for ecosystem conservation and add
23 guidelines for grouse production or moose production or
24 anything else on top of it, but that wouldn't be
25 necessary to meet the goals that I've suggested.

1 It would be necessary to manage
2 especially for things that are rare, threatentend or
3 endangered, or else you couldn't have conservation.

4 So what I'm suggesting wouldn't solve all
5 of our problems. Is that...

6 Q. Yes, thank you very much.

7 MS. BLASTORAH: My last question, Madam
8 Chair, is really a question of clarification from Mr.
9 Lindgren.

10 He put a number of propositions arising
11 from Forests for Tomorrow's terms and conditions, and
12 he put a number of characterizations of the Forests for
13 Tomorrow terms and conditions to the witness and asked
14 Dr. Welsh whether he felt that clearcut limitations or
15 guidelines, as he characterized it, of the type
16 proposed by Forests for Tomorrow were consistent with
17 his view.

18 And when Dr. Welsh indicated that he felt
19 that having exceptions where you could produce large
20 clearcuts were perhaps not, if I understood him - and I
21 attempted to clarify that - not the way to come about
22 it, Mr. Lindgren indicated: Well, Forests for Tomorrow
23 is also proposing landscape management terms and
24 conditions.

25 And I'm just wondering if Mr. Lindgren

1 can clarify for me whether I am to take that to mean
2 that Forests for Tomorrow's silvicultural prescriptions
3 included in their latest terms and conditions are
4 intended to be then subservient to or - if I can use
5 that word - subservient to their provisions in relation
6 to landscape management; and if, in fact, these terms
7 and conditions turn out to be inconsistent with the
8 landscape management views or the objectives, the
9 latter would take precedence?

10 MR. LINDGREN: Far be it for me, Madam
11 Chair, to offer evidence on the subject. I think it's
12 a matter more properly reserved for final argument.

13 However, I will say that it was always
14 our intent that the silvicultural provisions we have in
15 our terms and conditions would be carried out in the
16 context of overall landscape management to conserve
17 biodiversity and wildlife species in perpetuity.

18 So I'm not sure it's even a question of
19 subservience or conflict. One is a tool to carry out
20 the other.

21 MS. BLASTORAH: And what I'm trying to
22 clarify is what I saw as an apparent or potential
23 inconsistency and if, in fact, it was determined that
24 those limitations as we've heard today were problematic
25 in terms of landscape management, am I correct that

1 Forests for Tomorrow would be willing to drop those
2 terms and conditions?

3 MR. LINDGREN: Madam Chair, I think this
4 is a somewhat ludicrous exercise at this stage of the
5 game.

6 We fully stand behind our silvicultural
7 guidelines and provisions in the terms and conditions,
8 we stand behind our advocacy of a landscape approach.
9 We don't think there's any inconsistency or conflict
10 between the two.

11 I would, again, respectfully suggest this
12 is a matter more properly left until final argument.

13 MS. BLASTORAH: Madam Chair, I was just
14 attempting to clarify that. I will leave it at that.

15 MADAM CHAIR: Thank you, Ms. Blastorah.
16 Thank you, Dr. Welsh. Thank you very
17 much for coming today.

18 DR. WELSH: Thank you.

19 MADAM CHAIR: The Board appreciates your
20 presentation very much and thank you.

21 DR. WELSH: It's been a pleasure. Thank
22 you.

23 MADAM CHAIR: It's three o'clock and we
24 were to start our scoping --

25 MR. O'LEARY: Madam Chair?

1 MADAM CHAIR: Oh, Mr. O'Leary.

2 MR. O'LEARY: I just have couple of
3 points I would like to raise, with your leave of
4 course.

5 It is not our intention to participate in
6 the scoping session this afternoon, I thought an
7 explanation was in order, and also an explanation for
8 the fact that we didn't participate in the prior
9 scoping session in relation to the reply and that is -
10 and you've heard this story before - it all boiled down
11 to a question of money.

12 As of this point, this juncture in time
13 the Coalition is unable to muster sufficient funds to
14 participate in the reply portion of the hearing.
15 Indeed there is a great risk that we will be unable to
16 participate to any extent, if at all, in the argument
17 portion of the hearing as well.

18 One of the Coalition's staffers has been
19 let go, Mr. Hanna's involvement has been limited and
20 curtailed and, unfortunately, my involvement is also a
21 little bit restricted over the past few weeks.

22 I thought I should draw to your attention
23 that it is unlikely that you will see much of a
24 presence of the Coalition in Sudbury during the reply
25 portion.

1 Madam Chair, the only other point I would
2 like to raise at this point flows out of the
3 cross-examination of Mr. Lindgren.

4 As you know, the subject matter of the
5 evidence of both Drs. Welsh and Dr. Thompson is very
6 much dear to the position of the Coalition, we spent a
7 great deal of time in evidence discussing some of these
8 very areas and hopefully highlighting the importance of
9 them.

10 I was a little surprised to hear that my
11 friend Mr. Lindgren is now adopting, as I interpret
12 what he's saying, their evidence and saying it's
13 consistent with their position. In the guise of a
14 question Mr. Lindgren gave a small speech, and I feel
15 it's appropriate - although I'm hesitant to jump on the
16 band wagon - but under the circumstances it was felt
17 inappropriate to cross-examine these witnesses today
18 from the Coalition's point of view because in another
19 hearing - and this is in force generally in many
20 tribunals in the country - sweetheart
21 cross-examination, in other words, people -- witnesses
22 that hold positions that are so closely reflected to
23 those that of the person who is cross-examining is
24 prohibited.

25 And I'm standing to say this now only

1 because it was felt appropriate that the Coalition not
2 proceed to cross-examine today, we felt that the
3 evidence was too supportive or complimentary to the
4 Coalition's position and since my friend Mr. Lindgren
5 felt that it was appropriate to jump on the band wagon
6 and say we adopt it, I'm going to say the same thing
7 along those sort of lines. I thought that should be
8 pointed out.

9 It is the Coalition that made reference
10 to, in their terms and conditions, the 10 per cent
11 retention of the oldest seral state, we've made
12 reference to the various FEC types and how we should be
13 looking at them and utilizing them at this time, and
14 during the course of the nine weeks of evidence we
15 referred to the pitfall of constraints or guidelines
16 Mr. Lindgren has referred to in his little summation
17 during cross-examination.

18 Madam Chair, I simply wish to point that
19 out and that's the reason for our silence today. In
20 that respect then, those are the reasons for our future
21 silence as well.

22 MADAM CHAIR: Thank you very much, Mr.
23 O'Leary.

24 We are running a little behind, so we're
25 going to take our afternoon break now and come back and

1 hopefully conduct the scoping session for the Ministry
2 of Natural Resources reply evidence 3 and 4 as quickly
3 as we can.

4 MS. BLASTORAH: Madam Chair, we could
5 just indicate to Dr. Welsh that he needn't stick around
6 for that portion. Certainly my questions are done, I
7 assume everybody else's are.

8 MADAM CHAIR: I think you're finished,
9 Dr. Welsh. Thank you very much.

10 MS. BLASTORAH: Thank you.

11 --- (Witness withdraws)

12 --- Recess taken at 3:05 p.m.

13 --- On resuming at 3:25 p.m.

14 MADAM CHAIR: Hello. Please be seated.

15 Hello, Mr. Freidin.

16 MR. FREIDIN: Madam Chair, if I might
17 just bring the Board up to date on the issue which has
18 appeared to have arisen from the Ministry of the
19 Environment's statement of issues, and that was on the
20 question of admissibility of a certain portion of Panel
21 No. 4.

22 There's been a discussion between counsel
23 for the Ministry, Forests for Tomorrow and Board
24 counsel in that matter. Ms. Gillespie indicated that
25 she felt in regards to the Board's -- pardon me, not

1 the Board's but Mr. Beram's letter of May the 11th that
2 they respond in some way to the comment regarding that
3 portion of the document dealing with the nature of the
4 Class EA.

5 In the discussions that we've had we've
6 come to an agreement, or I will report the results of
7 it in this way: That there are no objections being
8 raised by any of the parties to the admissibility of
9 that evidence and, therefore, unless the Board had some
10 concern about its admissibility and, therefore, wanted
11 to hear submissions, it would be the intention of the
12 Ministry then to, in accordance with I guess the
13 agreement of all parties, to submit the witness
14 statement in the usual course of events and, as we have
15 indicated before, we limited evidence to all portions
16 of it, including the portion which is authored by Mr.
17 Bisschop.

18 So unless -- hopefully that's a
19 satisfactory resolution of the matter for the Board.

20 MADAM CHAIR: That's fine, Mr. Freidin.
21 In the letter of May 11th that went to yourself, the
22 Board's concern simply was we didn't want to spend a
23 lot of time in reply evidence going over the meaning of
24 the Class EA and all those kinds of issues associated
25 with it in reply and then revisit the entire thing all

1 over again in argument.

2 We're certainly prepared to hear your
3 position and that of the other parties, but we're not
4 going to do it twice. And so that was the intent, to
5 let you know that we weren't questioning whether it
6 should be put in, but we wanted it dealt with either
7 here or later on.

8 MR. FREIDIN: Right. Hopefully the
9 document is fairly clear so we wouldn't have to spend
10 any time on certain portions of the evidence and it may
11 be that we will spend some limited time focussing in on
12 specific evidence, specific portions which are directly
13 responsive to the positions taken by the parties.

14 The null alternative, response to that we
15 may want to just sort of highlight that, but we don't
16 intend to take a long time on any of this.

17 MADAM CHAIR: All right. Thank you, Mr.
18 Freidin, Ms. Gillespie.

19 Were there any other matters that needed
20 to be raised about these two reply witness statements?

21 MR. FREIDIN: No, I don't believe so. I
22 perhaps should advise, in the discussion I had with Mr.
23 Lindgren, you will note that the Forests for Tomorrow
24 statement of issue indicate matters in dispute and then
25 matters that they are going to cross-examine on.

1 Just so the Board's aware of what that
2 means. There's an indication where it says matters in
3 dispute, that doesn't mean they're going to
4 cross-examine on them, they just wanted to go on the
5 record as saying that these matters are in fact raised
6 by the witness statement, we don't agree with them,
7 we'll deal with it argument.

8 So they don't intend to cross-examine on
9 the matters which they describe as matters in dispute,
10 they only intend to cross-examine on the matters that
11 they identify as matters for cross-examination.

12 MADAM CHAIR: Yes. And, Mr. Lindgren, by
13 way of his letter of May 11 to you outlines what those
14 matters are for cross-examination.

15 MR. FREIDIN: Right.

16 MADAM CHAIR: Okay. And how long do you
17 think you will be, Mr. Lindgren?

18 MR. LINDGREN: One to two hours on Panel
19 3, one to two hours on Panel 4, probably on the short
20 side.

21 MADAM CHAIR: Thank you, Mr. Lindgren.

22 Ms. Gillespie, do you have a sense of how
23 long you're going to be in cross-examination?

24 MS. GILLESPIE: I would say about one to
25 two hours in Panel 3, and Panel 4 we need to see the

1 interrogatory answers, but it shouldn't be more than
2 two hours.

3 MADAM CHAIR: Thank you. And in
4 examination-in-chief, Mr. Freidin, you're sticking to
5 your one day?

6 MR. FREIDIN: Well, Panel 4 will be a
7 day, probably less, but in that range.

8 Panel 3 is -- I think Panel 3 is going to
9 run over a day, it's going to go a little more, about a
10 day and a half, plus or minus a bit. It could actually
11 take two, but I hope not, I hope we can finish it in a
12 day.

13 MADAM CHAIR: All right, thank you.

14 MR. FREIDIN: I can deal with it.

15 MADAM CHAIR: Now, do you have your plans
16 finalized for an addition to these four witness
17 statements for reply evidence?

18 MR. FREIDIN: They are being worked on as
19 we speak. We still hope to deal with it and provide
20 that on schedule on June the 1st.

21 MADAM CHAIR: So for the purposes of
22 scheduling there will be a fifth witness panel?

23 MR. FREIDIN: There will be. There will
24 be, and --

25 MADAM CHAIR: Care to tip us off about

1 its contents?

2 MR. FREIDIN: I really can't tip you off
3 on all of the contents because -- but I can tell you,
4 obviously the whole issue of site productivity is going
5 to be dealt with, a method, and I think when we move
6 from Panels 2 and 3 to Panel 5, Professor Armson and
7 Mr. Greenwood will be speaking to these issues.

8 Mr. Greenwood will be speaking growth and
9 yield at the same time, and that evidence will also be
10 responding to OFAH's case in terms of what they do and
11 don't do in British Columbia.

12 There's going to be a section responding
13 specifically to Forests for Tomorrow's silvicultural
14 standards.

15 MR. LINDGREN: Called guidelines, Mr.
16 Freidin.

17 MR. FREIDIN: I'm sorry, guidelines.

18 MR. MARTEL: We got agreement today on
19 everything. Didn't you hear it, I did.

20 MR. FREIDIN: That's still just off the
21 top my head.

22 MADAM CHAIR: All right. Thank you, Mr.
23 Freidin. We haven't asked you, have you finalized the
24 witnesses who will be appearing in Panels 1 through 4?

25 MR. FREIDIN: Well, we certainly

1 finalized almost 1 and 2, 1 and 2 will be Mr. Kennedy
2 and Mr. McNicol, No. 1 -- sorry, No. 1 will be Mr.
3 Kennedy and Mr. McNicol.

4 No. 2 will be - I don't have a list
5 here - Mr. Kennedy, Paul Ward, Robert Steidman,
6 speaking to the fish habitat guidelines local
7 effectiveness monitoring, Ken Abraham speaking to the
8 moose guidelines environmental effectiveness monitoring
9 program. Dave Gordon might be a witness on Panel 2.

10 MR. MARTEL: It's starting to sound like
11 a football team.

12 MR. FREIDIN: Right. Do you want me to
13 guess at Panel 3. Tell you what, why don't I prepare a
14 list and you can circulate it to the parties.

15 MADAM CHAIR: Thank you. So so far there
16 will be only two witnesses we haven't heard from
17 before, Paul Ward and Robert Steidman.

18 MR. FREIDIN: Paul Ward.

19 MADAM CHAIR: Paul Ward.

20 MR. FREIDIN: Paul Ward and Robert
21 Steidman. Paul Ward, his paper on --

22 MADAM CHAIR: Yes.

23 MR. FREIDIN: Oh, Mr. Waito will be a
24 witness in Panel No. 2 speaking to the committee report
25 I think.

1 MR. MARTEL: Five more to go to round out
2 the roster.

3 MS. BLASTORAH: We're going to have
4 bleachers again, Mr. Martel.

5 MR. FREIDIN: There are a few witnesses
6 in Panel 3 that you will not have seen before.

7 MADAM CHAIR: All right.

8 MR. FREIDIN: I think there are six
9 witnesses.

10 MADAM CHAIR: In Panel 3?

11 MR. FREIDIN: And you will again see --
12 Panel 3, you'll be seeing some old faces. Dr. Osborn
13 will be back. Mr. Kennedy I think appears in every
14 panel, not by choice.

15 MADAM CHAIR: He always does.

16 MR. FREIDIN: Not by choice. And I think
17 that's about as far as I should go.

18 MADAM CHAIR: Okay, fine.

19 MR. FREIDIN: We're not calling the
20 Minister, of course.

21 MADAM CHAIR: Okay. Do you have anything
22 else?

23 MR. MARTEL: No.

24 MR. PASCOE: By my calculations we may
25 very well be completed MNR reply Panel 4 by the 18th of

1 June, in which case the scoping session for Panel 5 is
2 currently set for Monday, June 22nd. We may very well
3 consider moving that back to the 17th, as well as
4 moving the date for the submission of statements of
5 issues to the 17th as well.

6 MADAM CHAIR: And June 1st -- there's a
7 June 1st date in mind to submit Panel 5.

8 MR. FREIDIN: Yes.

9 MR. PASCOE: And the 8th was the day set
10 to submit interrogatories, and the 15th was the date
11 set for MNR to provide their replies. If it works out
12 that we are in fact finished with 3 and 4 by the 18th,
13 it may be a good idea to have the fifth one scoped on
14 the 17th so we can begin on the 22nd.

15 MADAM CHAIR: Mr. Pascoe, why don't you
16 work with the parties on setting whatever is an
17 achievable date for scoping the Panel 5 evidence.

18 All right. Then is there anything else
19 to discuss today? (no response)

20 No. Okay, thank you very much. And we
21 will be back tomorrow morning at nine o'clock.

22 ---Whereupon the hearing was adjourned at 3:35 p.m., to
23 be reconvened on Thursday, May 28th, 1992,
commencing at 9:00 a.m.

24

25 BD [c. copyright 1985]

